Building Advocacy Skills: A Reproductive Health Focus  
Spring 2010

Course: CHS 296 Sec. 1  
Day/Time: Thursdays, 3-6 p.m.  
Room: 71-257  
Instructor: Susan Berke Fogel, J.D.  
Contact: 818.785.7220  
sbfo@pacbell.net  
Office Hours: By appointment only  
In person: before or after class  
By telephone: by availability

Course Description:  
This is a 4 unit skills building class to develop competency in developing and implementing advocacy strategies including identifying goals and objectives, developing an advocacy plan, coalition building, negotiation, media relations, and message development for various audiences. Students will learn about a range of reproductive health advocacy campaigns - most of which are ongoing; how different advocacy tools are employed, which tools were most effective in their implementation, and which campaigns failed and why. All issues will be discussed through a race and class lens. Students will participate in skills exercises and real life activities.

The class meets 3 hours per week. 1 1/2 hours will be devoted to lecture and discussion. 1 1/2 hour will be devoted to skills exercises, and developing a group project which will be a real-time advocacy strategy effort.

Readings:  
Course reader will be available at Course Reader Materials 1080 Broxton Avenue, Westwood, CA (310-443-3303).  
All syllabus materials can be found in the course reader.

Class Goals:  
1) To understand how to develop an advocacy strategy, how to use various advocacy tools, and which avenues and vehicles for advocacy are most effective in a given sphere of policymaking.  
2) To develop skills to use data and express complex issues in terms and formats that are persuasive and understandable to the public and to policymakers.  
3) To develop confidence speaking publicly about reproductive health issues.  
4) To gain knowledge about emerging reproductive health policy issues.

Course requirements:  
Attendance and participation in class discussion is mandatory. The class will be divided into working groups, each of which will be focused on a timely reproductive health issue. Students will have some choices about the group within which they would like to work. Within the working groups, students will design and implement an advocacy strategy plan for their reproductive health issue. Students will learn to work collaboratively to develop an overall
strategy that will guide their activities throughout the quarter. The working groups will meet/communicate outside of class to develop their strategies, portfolio of materials, and presentations. Class presentations will be organized by the working groups, however, written and oral assignments will be graded individually. In class, students will engage in discussion based on the readings, learn and practice advocacy skills, and make oral presentations. There will be a written short answer mid-term exam based on the readings.

**Grading:**

Students will be expected to collaborate within their working groups to identify the various elements that are essential to an effective advocacy campaign, create cohesive messages, and deliver effective presentations. Each student will be graded individually on his/her written and oral assignments except as noted below.

Grading will be as follows:

- Written assignments: 47.5%
- Oral presentations: 27.5%
- Mid-term exam: 25%

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due date</th>
<th>% of grade</th>
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<tbody>
<tr>
<td>Creating an Advocacy Plan:</td>
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<tr>
<td>a) Strategy Plan based on Midwest Academy Strategy Chart</td>
<td>April 15</td>
<td>5%</td>
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<tr>
<td>b) Power Map of allies and opponents</td>
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<td>Outreach to Allies</td>
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<tr>
<td>Fact sheet on your issue</td>
<td>April 29</td>
<td>5%</td>
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<tr>
<td>Email alert to promote your issue</td>
<td>April 29</td>
<td>5%</td>
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<tr>
<td>Mid Term Exam</td>
<td>May 6</td>
<td>25%</td>
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<td>Using the Media: Press Conference</td>
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<tr>
<td>Written Press Release</td>
<td>May 13</td>
<td>10%</td>
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<tr>
<td>Presentation to the “press” and respond to questions</td>
<td>May 13</td>
<td>10%</td>
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<tr>
<td>Educating Elected Officials</td>
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<tr>
<td>Letter to appropriate legislative or executive body</td>
<td>May 20</td>
<td>5%</td>
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<td>Legislative Hearing</td>
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<tr>
<td>Written testimony</td>
<td>May 27</td>
<td>17.5%</td>
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<tr>
<td>Oral presentation and response to questions from “legislators”</td>
<td>May 27/June 3</td>
<td>17.5%</td>
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Schedule

Class 1 April 1

Introductions; Introduction to Advocacy

- Class requirements and expectations; Introductions; What is advocacy? Defining the scope of Reproductive health for the purposes of advocacy; Discussion of various settings, tools, contexts, and audiences for advocacy. Students are encouraged to share their own advocacy experiences either as advocates or as objects of advocacy.
- Advocacy skills – The “Tool Box” approach to advocacy skills. Overview, discussion, and illustration of various advocacy skills to be developed and utilized throughout the balance of the course:
  a. Media
  b. Negotiation
  c. Community organizing
  d. Building coalitions
  e. Communications
  f. Educating elected officials
- The Spitfire Strategies Smart Chart 3.0, www.spitfirestrategies.org
- Midwest Academies, Strategy Chart
- Powermap

Class 2 April 8

Creating a context: exploration of reproductive health advocacy movements including the mid-century “Women’s movement”, the Women of Color movement, and issues of race and class; the right to bear a child; issues of Gender and Sexual Orientation; How do these perspective impact an advocacy agenda?

Readings: All readings are found in the course reader


The Mothers Movement Online, www.mothersmovement.org

Essays:
Motherhood and Reproductive Justice
Let’s Talk About Mothers and Choices
Is Motherhood a Class Privilege in America?

National Latina Institute for Reproductive Health, Immigration is a Reproductive Health Issue

Asian Communities for Reproductive Justice, A New Vision of Reproductive Justice

Class 3 April 15

Adolescent Sexuality and public perceptions

Readings: All readings are found in the course reader


Ballot Initiatives: Propositions 73, 85 and 4 materials

Hannah Bruckner, Peter Bearman, After the Promise: the STD Consequences of Adolescent Virginity Pledges, 36 Journal of Adolescent Health 271-278 (2005)

SIECUS, More Detailed Research Once Again Shows Virginity Pledges Don’t Work (2009)

Study: Virginity Pledgers More Likely to Avoid Risky Sex, Have Lower STDs,” The Heritage Foundation (June 15, 2005); www.heritage.org

Effective Sex Education, Advocates for Youth (2006); www.Advocatesforyouth.org

CARTA, Structural Racism & Disparities in Adolescent Reproductive & Sexual Health

Makani Themba, Making Policy, Making Change: How Communities are Taking Law Into Their Own Hands

Assignment due: Mid-West Academy Strategy Chart; “Power Map” that identifies critical leaders, allies, and opponents on a particular issue

Class 4 April 22

The relationship between medical research, advocacy and public education.
Case Study: Emergency Contraception
Analysis of the campaign to develop, market, and expand access to emergency contraception.

Readings: All readings are found in the course reader

Rachel Benson Gold, The Implications of Defining When a Woman is Pregnant, Guttmacher Institute; www.agi-usa.org

Cara Cook, Study Refutes Claims of Plan B’s Effectiveness, Concerned Women for America (Nov. 11, 2006); www.cwfa.org

Emergency “Contraception” and Early Abortion, United States Conference of Catholic Bishops, www.usccb.org

NARAL ProChoice America, The Difference Between Emergency Contraception and Early Abortion Options (Mifepristone/RU 486)

Pro-Life Spokeswoman Protests FDA Approval of “Plan B” Without a Prescription, United States Conference of Catholic Bishops (Aug. 24, 2006)

Planned Parenthood Applauds Federal Court Ruling on Plan B

Expanding Medicaid Coverage for EC at the State Level, Institute for Reproductive Health Access, Updated; http://www.nirhealth.org/sections/ourprograms/documents/ECMedicaidMemoFormatted.pdf

Class 5 April 29

Using the Media: Abortion Politics and Health Reform
Is the legal right to abortion at risk? Analysis of pro-choice and pro-life campaigns, how they frame their messages, the debate over definitions, and public opinion

Readings: All readings are found in the course reader

Various legislative materials including abortion in 2009/10 health reform legislation

The Hyde Amendment: A Violation of Human Rights

State legislation regulating abortion: Materials from Georgia, Maryland

Please visit these websites:
www.WomenDeserveBetter.com
www.secondlookproject.org
www.abortionchangesyou.org

Assignment due: Fact sheet and email alert
Mid-term exam (1 hour)

Religion, politics and reproductive rights
The role of religious doctrine in public policy, reproductive health policy and access.

Readings: All readings are found in the course reader

The Facts About Catholic Health Care in the United States, Catholics for A Free Choice, (Sept. 2005); www.catholicsforchoice.org

American College of Obstetricians and Gynecologists (ACOG), Ethics Committee Opinion: The Limits of Conscientious Refusal in Reproductive Medicine


American Medical Association, H-420.959 Access to Comprehensive Reproductive Health Care

Ramesh Raghavan, A Question of Faith, JAMA

Religious Health Restrictions Threaten Women’s Health and Endanger Lives, MergerWatch Project; www.mergerwatch.org


Lambda Legal, California Supreme Court Rules in Favor of Lambda Legal Lesbian Client Denied Infertility Treatment by Christian Fundamentalist Doctors, press release (Aug. 18, 2008)

Rebecca J. Cook, Mónica Arango Olaya, Bernard M. Dickens, Healthcare Responsibilities and Conscientious Objection

Additional Resources:
Guttmacher Institute, www.agi-usa.org
Class 7 May 13

Class Press Conference (1 hour)

Linking Reproductive Health to other health movements: Environmental Justice/Reproductive Justice – the EJ/RJ connection
Working with legislative and administrative bodies

Readings: All readings are found in the course reader


Women’s Foundation of California & Movement Strategy Center, Gender, Organizing, and Movement Building at the Intersection of Environmental Justice and Reproductive Justice

Campaign for Safe Cosmetics, Poison Kiss: The Problem of Lead in Lipstick

Legislative materials on SB 1712: proposed law to ban lead in lipstick

Assignment due: Press Release

Class 8 May 20

Building Coalitions and Bridging Movements: New Reproductive Technologies

Readings: All readings are found in the course reader

Generations Ahead, A Reproductive Justice Analysis of Genetic Technologies (July 2009)

Adrienne Asch, Will We Need Abortion in Utopia?

Miriam Perez, Surrogacy: the Next Frontier in Reproductive Justice


Assignment due: Letter to a Legislator
Class 9 May 27

Mock Legislative hearing: Working groups will present testimony on their issues before a panel of experts playing the role of Legislators. Each student will make a presentation before the Legislators based on facts, data, and persuasive arguments in favor of a position. Students will respond to questions and challenges from the Legislators.

Assignment due: written testimony from all students

Class 10 June 3

Continue presentations of final group projects

Evaluation and feedback on final project presentations; evaluation of class