UNIVERSITY OF CALIFORNIA

Black Lives Matter: Race, Policy, & Democratic Governance
Mondays, 3:00PM – 6:00PM PST
Zoom (Virtual)[1]

Course Description

This course will examine race and ethnic politics through the lens of social movements, public policy, and democratic governance. The #Black Lives Matter Movement was founded in 2013 in response to the acquittal of Trayvon Martin's murderer and engages us to utilize a human rights lens to combat racial injustice, inequality, racism, and white supremacy. We will use a human rights and democratic governance approach often used in a U.S. foreign policy context to reconceptualize our understanding of the lived experiences and quest for freedom, justice, and equality on part of African Americans, Latinx, Asian Americans, Native Americans and other groups. Given the racial and ethnic demographic shifts over the past two decades, particular attention will focus on race, representation, and racism from President Obama to President Trump with a central focus on the 2020 elections, voting rights, and the Biden Harris Administration. We will analyze democratic governance under the Trump administration, the ways in which President Trump has invoked identity politics and white nationalism in governance, and how this political context informs our understanding of representation in the incoming Biden Administration Finally, you will learn the tactics of effective social movements/activism, civic engagement, data analysis, policy influence. There will be an applied component of this course and guest speakers will bring to life the theories and literature we read and review in class. Additionally, due to the global pandemic, this course will be taught on zoom with asynchronous learning methods for the benefit of class attentiveness and engagement; further details to be given in class. Students will leave this class smarter on the topics addressed and also equipped with the tools for effective grassroots organizing, persuasive public speaking skills, and strategic policy influence.

Course Instructor Bio

For the past decade, Dr. Menna Demessie has worked on Capitol Hill for Congresswoman Barbara Lee, as the Senior Vice President of Policy Analysis and Research at the Congressional Black Caucus Foundation, Inc. (CBCF) and as an adjunct professor at the University of California Washington Center. At CBCF, she led the foundation's research and policy initiatives affecting African Americans and the global black community in education, criminal justice, economic opportunity, and voting rights among many others. In the wake of George Floyd's murder, Dr. Demessie established the National Racial Equity Initiative for Social Justice at the CBCF in an effort to raise awareness and inform public policy on criminal justice reform and social justice issues writ large. She has spearheaded several partnerships with the White House, Congress, the Annie E. Casey Foundation, and other nonprofit stakeholders to advance strategic efforts to influence and inform public policy. Prior to joining the CBCF, Dr. Demessie was one of five scholars in the United States to receive the prestigious American Political Science Congressional Fellowship. For the fellowship, she joined Congresswoman Barbara Lee's team to work on federal unemployment legislation, antipoverty initiatives, and foreign

---

[1] https://ucdc-edu.zoom.us/j/99592097736?pwd=OGdncWFXYUk4N1JCVTdVdGRjMkVrQT09

In addition to the readings listed for each topic, additional materials may be provided in advance of class. This syllabus is subject to modification by the instructor.

affairs in the 112th Congress. She is the founder and co-managing editor of the CBCF's Journal of the Center for Policy Analysis and Research, a multidisciplinary, peer-reviewed journal on public policy issues related to black politics in the United States and abroad. In August 2018, Ethiopian Prime Minister, Dr. Abiy Ahmed, appointed her as Secretary of the Ethiopian Diaspora Trust Fund Advisory Council. As of August 2019, she has worked with her colleagues in raising $ 6.1 million dollars for socioeconomic development in Ethiopia. To learn more, go to www.ethiopiatrustfund.org. She was elected twice to serve on the Alumni Board for the Gerald R. Ford School of Public Policy at the University of Michigan and is a proud Ohio native. She currently serves on the American Political Science Association Council and on Board of Trustees for her alma mater at Western Reserve Academy. She is a college basketball player and enjoys playing basketball and performing spoken word.

Course Objectives

1. To broaden and deepen students understanding of race and ethnic politics through the lens of social movements, public policy, and democratic governance the ways in advances in technology and social media have transformed the political landscape.

2. To develop the theoretical, analytical, and methodological skills to help students think critically and strategically about communications, media framing, technology and its influence on public opinion and political advocacy from both elected officials and the citizenry.

3. To engage and apply the theories and analytical skills to real world policy problems and solutions through experiential learning. In addition to perfecting the art of analytical writing and translating research and data into compelling policy recommendations, students will also be trained on public speaking and leadership skills and be exposed to public speaking opportunities throughout the semester. Furthermore, students will be provided with opportunities to engage with guest speakers with relevant expertise and participate in Congressional Black Caucus Foundation's Annual Legislative Conference.

Course Outline

Week 1 March 22	**Course Introduction and Overview: A Theoretical Approach to Understanding Race, Representation, and American Democracy** *In-Class Excerpt Screening of Documentary 13th*
Week 2 March 29	**Black Lives Matter: Race and Racism in a Multicultural America** *Black Lives Matter: Eliminating Racial Inequity in the Criminal Justice System," The Sentencing Project, p. 3-27.* *Takaki, Ronald. A Different Mirror: A History of Multicultural American. Chapter 1: "A Different Mirror," p. 1-29.* *Raju, Anika, "Black and Asian Solidarity in American History: The Power of Unity Exemplified by 5 Major Events" Asian Americans Advancing Justice*

In addition to the readings listed for each topic, additional materials may be provided in advance of class. This syllabus is subject to modification by the instructor.

	https://medium.com/advancing-justice-aajc/black-and-asian-solidarity-in-american-history-the-power-of-unity-exemplified-by-5-major-events-391025bbf228 *In-Class: Excerpt Screening of Documentary 13th*
Week 3 April 5	**The Paradox of Liberty, Justice, and Democratic Governance** NY Op-Ed Due *"Ch 4: Racial Violence and Racial Profiling: From #OscarGrant to #TrayvonMartin." Hashtag Activism: Networks of Race and Gender Justice, 2020, MIT Press,2020. p.120-138.* *Walton, Hanes Jr. and Robert Smith. American Politics and the African American Quest for Universal Freedom. Chp 11: "The Congress and the African American Quest for Universal Freedom" p.168 – 181.* *DiAngelo, Robin. 2018. White Fragility. "Racism and White Supremacy," Beacon Press. P. 15 – 38.* *In-Class Excerpt Screening of Documentary 13th*
Week 4 April 12	**Digital Advocacy and Social Movements** *"Ch1: Women Tweet on Violence: From #YesAllWomen to #MeToo," Hashtag Activism: Networks of Race and Gender Justice, MIT Press, p.34–58.* *Cullors, Patrisse, "Black Lives Matter 2020 Impact Report," Black Lives Matter Global Network Foundation* BLM 2020 Impact Report.pdf
Week 5 April 19	**Policymaking and Presidential Powers** *Davidson, Roger H. and Walter J. Oleszek and Frances E. Lee, Congress and Its Members: Thirteenth Edition, Chapter 10: "Congress and the Presidency," p.281-312.* *Walton, Hanes Jr. and Robert Smith. American Politics and the African American Quest for Universal Freedom. Chp 12: "The Presidency and the African American Quest for Universal Freedom" p.185-201.*
Week 6 April 26	**U.S. Foreign Policy & International Affairs: Justice, Peace, & Conflict:** **The Role of the U.S. Abroad** Spoken Word Piece *"The Record of Human Rights Violations in the United States in 2019." China PRC Report, March 2020, p.1 – 29.*

In addition to the readings listed for each topic, additional materials may be provided in advance of class. This syllabus is subject to modification by the instructor.

UCDC Winter 2021 Spring Elective Course Outline
Course Title: Black Lives Matter: Race, Policy, & Democratic Governance
Course Instructor: Dr. Menna Demessie
Email: menna.demessie@ucdc.edu

UNIVERSITY OF CALIFORNIA

	Carter, Niambi, American While Black: African Americans, Immigration, and the Limits of Citizenship. Ch 2: "Citizens First? African Americans as Conflicted Nativists," p.1-37 and Ch 3: "Emigrants, Immigrants, and Refugees: Emigration as a Strategy for Black Liberation (1815-1862), p.68 – 95 *Demessie, Menna and Errol Henderson, "Race and Ethnicity in Black Congressional Representation: The Case toward U.S. Foreign Policy." Congress & the Presidency Journal. 2020, Routledge Taylor & Francis Group. P. 1-25.* *"The Legacy of American Racism at Home and Abroad," Foreign Policy Magazine, June 19, 2020* https://foreignpolicy.com/2020/06/19/american-racism-foreign-policy-impact/
Week 7 May 3	**Racial Group Interest, Civic Engagement, & the Politics of Protest** *Alexander, Michelle, The New Jim Crow: Mass Incarceration in the Age of Colorblindness, Chp 1: "The Rebirth of Caste," pp.20-58 and Ch 2: The Lockdown, pp.59-96.* *Black Futures Lab, "More Black than Blue: Politics and Power in the 2019 Black Census, p.1-17.* Black Futures Lab-Politics and Power in the 2019 Black Census.pdf *Gallo, Carmine, "Talk like TED: The 9 Public-Speaking Secrets of the World's Top Minds" Ch 2: Master the Art of Storytelling," p. 41-74.*
Week 8 May 10	**Race Policy in Action and Analysis:** ***Election 2020, the Biden Administration and the 117th Congress*** *King, Maya. "This Congress is the most diverse ever. But Hill staffers remain overwhelmingly white," Politico. March 23, 2021* *https://www.politico.com/news/2021/02/23/people-of-color-congress-hill-staffers-471019* *Walton, Hanes. Ch 10: Voting Behavior and Elections: The Historical and Systemic Dimensions of African American Voting Behavior, p. 151-165.* *Indivisible: A Practical Guide for Resisting the Trump Agenda." Former congressional staffers reveal best practices for making Congress Listen, 2017.p. 2-26.*
Week 9 May 17	**Polling, Public Opinion, and Policy** *Asher, Herbert, Polling and the Public: What Every Citizen Should Know, Chapter 6: "The Media and the Polls," p.104-123 and Chapter 7: "Polls and Elections," p.125-157.*

In addition to the readings listed for each topic, additional materials may be provided in advance of class. This syllabus is subject to modification by the instructor.

	Lupia, Arthur, Uninformed. Chapter 1: "From Infinite Ignorance to Knowledge that Matters," p. 124. *Hutchings, Vincent. Public Opinion and Democratic Accountability. Chapter 1: "Issue Importance, Political Context, and Democratic Responsiveness," p. 1-17.*
Week 10 May 17	**Final Group Presentations**

Assignments

1. **New York Times Op-Ed Submission** (400 to 1200 words) <u>due April 5 before class in Microsoft Word Times, Times New Roman 12 Font to **menna.demessie@ucdc.edu**</u>
2. **Spoken Word Exercise** <u>due April 26 in class</u>
3. **Research Policy Brief** (8-10 pages) due <u>Saturday, May 22 by 12PM PST in Microsoft Word, Times New Roman 12 Font to **menna.demessie@ucdc.edu**</u>
4. **Political Advocacy Presentation:** "Persuasive Policy Talks" **<u>due May 17 in class</u>**
5. ***Virtual Learning During Pandemic***: *Asynchronous Learning Methods may also involve short assignments (2 hour online classes together and 1 hour individual or group reflection assignments) to be achieved within the three class hour time period.)*

Grading Standards and Measurement

Individual assignments in this course will be worth various points but converted to a 100 point scale such that an A=100-93%, A-=92-90%, B+=89-87, B=86-83, B-=82-80, etc. You should understand that only excellent work will earn an A. If the work is good, it will earn a B, and satisfactory work will earn a C. You will earn Ds and Fs if your work is less than satisfactory or of poor quality. If you fail to complete the work, you will earn a 0 for the assignment. Incompletes will be allowed only under the most exceptional circumstances.

Final course grades will be proportioned as follows:
Policy Research Brief --40%
Participation (10% based on facilitation)--30%
Final Presentation--20%
NY Op-Ed/Spoken Word Exercise------------------------------------- --------------------------------------10%
Check with your university on requirements for length of research paper

According to general university policies, final course grades earned in this class will be worth the following points: A=4.0, A-=3.7, B+=3.3, B=3.0, B-=2.7, C+=2.3, C=2.0, C-=1.7, D=1.0, F=0.

In addition to the readings listed for each topic, additional materials may be provided in advance of class. This syllabus is subject to modification by the instructor.

Participation (30%): Your participation grade depends on your attendance and participation and will be based on Q&A and class discussion. Everyone's opinion should be respected whether you agree or disagree with a comment. Additionally, your grade will *never* depend on whether you agree with the professor or not. Instead, your participation will be based on your knowledge and facilitation of the readings, understanding of the issues discussed in the class, and the ability to clearly articulate your thoughts and ideas. Short quizzes on readings may be included at instructor's discretion. Ten percent of the participation will be based on individual discussion facilitations; students will sign up to lead discussions covering the reading assignments

Note: All writing assignments should be emailed in Times New Roman font (12) to menna.demessie@ucdc.edu and assignments and access to class materials will be made available through Canvas.

Policy Research Brief (40%): Students will produce a policy research briefs (8-10 pages each) on a policy topic complete with policy recommendations based on research and data. Detailed instructions to be given in class and provided on Canvas.

NY-Op Ed Piece & Spoken Word Exercise (10%): Students will also write an op-ed piece to the New York Times on a policy topic of their choosing aimed at conveying compelling policy narratives that influence public opinion. Detailed instructions to be given in class and provided on Canvas.

Final Presentation (20%): Students will deliver a public speaking presentation on their issue brief. The presentation will mimic a shortened TED-style talk, however, students will be challenged to bring to life the results of their research policy brief in an effort to sway public opinion. Students will have receive public speaking training throughout the semester and build their public speaking skills on policy.

Course Rules and Regulations *(Virtual Class Requirements)*

Tardiness, Late Assignments & the Virtual Class Experience: Students are expected to log into class on time and videos should be on at all times. You should be presentable as if you were in the classroom and you should be visible at all times. Breaks will be given in class, but if you need to run to the restroom, you maybe excused for a few minutes. It is important to understand that attendance, participation, and engagement is part of your participation grade. Additionally, assignments should be turned in *on time*; in order to avoid issues, you are also encouraged to simply email assignments to menna.demessie@ucdc.edu If you are unable to attend class, make sure to discuss the reason with the instructor before class time. You have one excused absence you may use and must let your instructor know. Otherwise, the following penalties are in order: 1 unexcused absence = 5% overall grade reduction, 2 unexcused absences= 10% overall grade reduction, 3 unexcused absences = failing grade. Late assignments follow the same deduction – 5% for late assignments and an additional 5% off for every subsequent day an assignment is not received.

Policy on Weather Emergencies

In the event of connectivity or technical issues, be prepared to call into the zoom class.

6

In addition to the readings listed for each topic, additional materials may be provided in advance of class. This syllabus is subject to modification by the instructor.

Policy on Academic Misconduct

UCDC has a zero-tolerance policy for cheating, plagiarism, and any other form of dishonesty. Students should refer to their home campus Student Code of Conduct for the regulations that apply to them. The burden is on each student to know what behaviors constitute cheating and plagiarism. Ignorance of these behaviors is not an adequate defense. Academic integrity requires you to be responsible students with your research, writing, and scholarship. Plagiarism will not be tolerated and you are encouraged to talk with me if you need clarification on citations with regard to writing assignments.

Statement on Sexual Harassment and Sexual Violence

The following language is the current UC Policy on Sexual Harassment and the process by which sexual misconduct is reported at UCDC. have hyperlinked the Statement to the policy here. The link is http://policy.ucop.edu/doc/4000385/SHSV.

The University of California is committed to creating and maintaining a community where all individuals who participate in University programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that the University prohibits sexual harassment and sexual violence, and that such behavior violates both law and University policy. The University will respond promptly and effectively to reports of sexual harassment and sexual violence, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates this policy on Sexual Harassment and Sexual Violence.

Students who wish to speak confidentially about an incident of sexual misconduct should contact UCDC's Counseling Services at UCDCCounseling@gmail.com. To report sexual misconduct to ask questions about UCDC policies and procedures regarding sexual misconduct, please contact the UCDC. Because the University of California is legally obligated to investigate reports of sexual misconduct, the confidentiality of reported misconduct cannot be guaranteed.

Statement on Accommodations for Students with Disabilities

If you need special accommodations, please let the instructor know within the first two weeks. The following language is the UC Policy on Nondiscrimination on the Basis of Disability. We have hyperlinked the Statement to the policy here. The link is http://policy.ucop.edu/doc/2710534/PACAOS140. In compliance with the Federal Rehabilitation Act of 1973, as amended (Public Law 93- 112) and the Americans with Disabilities Act of 1990 (Public Law 101-336), University of California policy prohibits unlawful discrimination on the basis of disability in its programs, services, and activities.

In addition to the readings listed for each topic, additional materials may be provided in advance of class. This syllabus is subject to modification by the instructor.

ASSIGNMENTS

The New York Times

How to submit an Op-Ed essay to the New York Times[2]

The New York Times accepts opinion essays on any topic for both the daily print page and online section as well as the Sunday Review, the International edition (which is edited out of London and Hong Kong), and other themed series. Published pieces typically run from 400 to 1,200 words, but drafts of any length within bounds of reason will be considered.

We ask that everyone include a one-sentence author ID at the top or bottom of the submission. Please do not assume we are going to know who you are. Also, be sure to include annotations for all assertions and attributions made in your essay. The Times looks for submissions that run from 400 to 1,200 words and that are submitted exclusively. The Times actively seeks pieces reacting to news of the world, and writers are encouraged to submit op-eds relating to news. All submissions must be original, exclusive to The Times and, as a matter of security, embedded in the text of an email, not as an attachment. **Submissions may be sent to opinion@nytimes.com.**

Unfortunately, because of the large volume of messages we receive, we have to pass on much material of value and interest. If you do not hear from us within three business days, you should feel free to offer it elsewhere.

What, exactly, is an Op-Ed?

As Trish Hall, the former Op-Ed and Sunday Review editor has written, "Anything can be an Op-Ed." Personal or explanatory essays, commentary on news events, reflections on cultural trends and more are all welcome. We're interested in anything well-written with a fact-based viewpoint we believe readers will find worthwhile.
****

Pitching an Op-Ed Piece to The New York Times

Founded in 1851, The New York Times (NYT) is considered one of the leading newspapers in the world. Winning 125 Pulitzer Prize awards for excellence in journalism, Yale University noted that The Times has earned itself a "worldwide reputation of thoroughness." Although no easy feat, securing coverage on behalf of a client in the NYT is any PR pro's dream come true. A meaningful way to do this is to submit an op-ed to The Times. An op-ed is an essay that runs on the opposite side of the editorial page in a newspaper. Written by anyone from experts to everyday people, the op-ed section often gives readers fresh perspectives on current events and can solidify your client's position as a thought leader. To give your opinion piece the best chance of

---

[2] Pitching an Op-Ed Piece to The New York Times | Communiqué PR (communiquepr.com)

In addition to the readings listed for each topic, additional materials may be provided in advance of class. This syllabus is subject to modification by the instructor.

being published, I conducted some research into how the op-ed editors at The New York Times like to be pitched. Here's what I learned.

Op-Ed Submission Guidelines and Process

As described by Trish Hall, the former op-ed and Sunday Review editor, The New York Times accepts opinion articles on any topic, for the op-ed page (Monday through Saturday), the Sunday Review, Opinionator and other online series, and The International New York Times.

The Times looks for submissions that run from 400 to 1,200 words and that are submitted exclusively.

The Times actively seeks pieces reacting to news of the world, and writers are encouraged to submit op-eds relating to news events as quick as possible. The New York Times encourages authors to write in their own voice. Writing to "seem smart" often has the opposite effect. And it's best to focus very specifically on something specific from a unique perspective. For example, if you want to write about the general problem of incarceration in the United States, the odds are that it will seem too familiar. But if you are a prisoner in Washington and you have just gone on a hunger strike and want to talk about it – that is an exciting read. Submissions should be sent to opinion@nytimes.com. NYT's news assistants read the op-ed submissions. They pull out everything that seems to have potential and send those pieces to several editors for review. If those editors find something interesting, they send it to an internal group that is responsible for editing the pieces on the pages in all the editions, in Opinionator and in the Sunday Review. These editors have daily meetings to discuss the news, ideas, and which writers might be best suited to which subjects. Although no article is guaranteed publication, once accepted, the NYT will do everything it can to make sure the piece runs on one of its platforms. This process could take months because The Times will wait to publish the article for what seems like the moment when the greatest number of readers are likely to find a piece relevant and interesting

If the article is accepted, the author will receive a contract giving The Times exclusive publishing rights. Additionally, the contract lays out some of the author's responsibilities, the most important ones having to do with originality and truthfulness. The Times requests that the author discloses anything that might be seen as a conflict of interest, financial or otherwise. The NYT also needs all of the material that supports the facts in the story in order to fact check, so writers should be prepared to disclose all of this information.

Once the contract is signed, an editor will work with the author to make the piece acceptable to both parties. If the piece has the start of a fascinating idea but is jumbled and not well-thought out, it will probably need rounds of revision. If this is the case, do not be discouraged. The goal of the editing process is to make the author's thinking and writing as clear and orderly as possible. As a rule, the writer will not get to choose the headline or the art that goes with the piece.

Because the number of submissions is so large, the NYT unfortunately has to pass on much material of value and interest. If there is no reply within three business days, assume that The Times will not be able to use your article. To gain some inspiration, follow The New York Times Opinion section on Facebook and Twitter (@NYTopinion), and sign up for the Opinion Today newsletter. Securing an op-ed for a client in The New York Times would be a huge win and I hope that these guidelines will get you one step closer! Tags: Communique PRFiled under: COMMUNIQUÉ PR, News

In addition to the readings listed for each topic, additional materials may be provided in advance of class. This syllabus is subject to modification by the instructor.

Course Title: Black Lives Matter: Race, Policy, & Democratic Governance
Course Instructor: Dr. Menna Demessie
Email: menna.demessie@ucdc.edu

<mark>Policy Brief Content/Structure Guidelines</mark>

Policy Briefs (40%): Students will produce an issue briefs (8-10 pages) on a policy topic complete with policy recommendations based on research and data. Brevity, specificity, and clarity are key for policy briefs and can be perceived as a shortened version of a longer research paper. *Formatting Submission Requirements: 12 font, Times New Roman, double spaced*

1. (1-2 pages) **Background and Argument:** What is the policy topic or decision you seek to address? Why does it matter (and why now? so what? Who cares?) and what do you intend to recommend? What types of solutions to the policy problem have been put forward by elected officials, fed or state agencies, interest groups, politicians, think tanks etc. Be clear, specific, realistic and explicit in your argument.

2. (1-2 pages) **Pros and Cons OR Cost/Benefit Analysis:** This is where a lot of your outside research and substantive analysis comes in and should explain the ramifications of your topic or set of topics. Your research findings, statistics, should be used in this section, as well as other sections of the paper where you find it useful for your argument. This section deconstructs the status quo policy/program and identifies its pros and cons (or cost-benefit analysis) in order to take into account opposing arguments or those that would be against your recommendations. If your program has federal funding or otherwise, you should definitely talk about the financial implications of your issue. For those of you have specific legislation associated with your topic (most of you do), you should highlight its significance or insignificance and why. Your cost/benefit analysis should persuasively make a case for your argument by identifying why the status quo is or is not working or why it needs some modification, etc. This analysis should nicely lead into the next section of the paper.

3. (1-2 pages) **Prospects of Passage:** This pertains to the likelihood of your policy recommendations passing given the status quo of Congress on the issue as well as the political climate. How likely is it that your policy or program will pass in the current or next Congress or beyond? What conditions would need to be in place for your policy recommendation to pass? To answer these questions, think about the following: prior passage of a bill, partisanship, media reporting on the bill, precedent, federal/state budget or funding, public opinion, etc.

4. (2-3 pages) **Policy Recommendation:** Your proposed recommendation should be through, clear, and realistic. Make a case for what particulars of your policy recommendation are favorable, realistic, and better than the status quo. You are also encouraged think outside of the box and be confident in your critique, even if it means the status quo is not working. Your recommendation should related directly from your analysis in the pros/cons/cost-benefit section.

5.(1-2 pages) **Conclusion**: Your conclusion should briefly summarize the central points of your entire paper while reemphasizing the need for your policy recommendation (s).

6.**Bibliography:** You can use APA, MLA, Chicago style format or otherwise as long as it is consistent and allows me to identify the source. For those who need help formatting, there is a web site that do

In addition to the readings listed for each topic, additional materials may be provided in advance of class. This syllabus is subject to modification by the instructor.

UNIVERSITY
OF
CALIFORNIA

SPOKEN WORD

This assignment will involve you performing a two-minute spoken word poem on your NYT op-ed piece and will be an original poetry piece written by you. The goal of this assignment is to build persuasive public speaking skills as well as multimodal comprehension of public policy by exploring policy issues through the medium of emotive expression, charismatic communication, and clear and creative comprehension. Given your spoken word piece will be written from an objective and analytic point of view, the spoken word will give you the opportunity to connect with the topic from an artistic and personal perspective – being able to adapt to different typologies and styles around a policy topic will help enhance your skills to convey persuasive political conviction with diverse audiences, which is key when gauging public opinion and affecting policy change. Below are several examples of spoken word piece on different topics if spoken word is new to you.

5 Tips on Spoken Word https://powerpoetry.org/actions/5-tips-spoken-word **6 Tips on Spoken Word Poetry** https://www.digitalpoet.net/6-tips-for-spoken-word-poetry/6-tips-on-spoken-word-poetry Examples **Spoken World | Democracy** https://www.youtube.com/watch?v=X-uBruMsbeI **Spoken Word Artist on Climate Change** https://www.youtube.com/watch?v=4suyGFmWNFc&t=165s **Angelica Mria – "The Star Spanglish Banner"** https://www.youtube.com/watch?v=RZFGXbO7y7I **Royalty "Letter To Your Flag" | 2018 Youth Speaks Teen Poetry Slam** https://www.youtube.com/watch?v=lJBo9jdUJiY&t=90s	**Queeriosity – "Straight People" by Maya** https://www.youtube.com/watch?v=msUB4X-4aPI&t=37s **Naya Jones - Healing** https://www.youtube.com/watch?v=8YzIGoonIrE **Alex Dang – "What Kind of Asian Are You?"** https://www.youtube.com/watch?v=VoP0ox_Jw_w **Def Poetry Jam** **Common – A Letter To the Law** https://www.youtube.com/watch?v=LssFolrpiD4&list=PL5808FF892BEB95E1&index=6 **Lauryn Hill – Motives and Thoughts** https://www.youtube.com/watch?v=p4TFZ98Q7mY **Erykah Badu** https://www.youtube.com/watch?v=owmXvoxa7a8

11

In addition to the readings listed for each topic, additional materials may be provided in advance of class. This syllabus is subject to modification by the instructor.