

# GPP 591N: POWER & PRACTICE

**Meeting Times:** Monday and Wednesday, 9 am – 12 pm

**Location:** Online (Zoom)    **12 Sessions:** 3 credits

## Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded homelands of the xwməθkwəyəm (Musqueam), Skwxwú7mesh (Squamish), Sel̓ilwətaʔ/Selilwítlh (Tsleil-Waututh) peoples. The land is situated on what has always been a place of learning for the Musqueam, Squamish and Tsleil-Waututh peoples, who for millennia have passed on their culture, history, and traditions from one generation to the next. I pay respect to the ancestors, past and present, and thank them for the opportunity to learn and teach on this land.

## Instructor

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## Teaching Assistant

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## Course Description

The course will entail 12 three-hour studio sessions. During the first ten studios, students will gain insight into the practice of power and how it plays out in their daily interactions as a policy-maker or practitioner in their chosen field of practice. The course will culminate in The Power Game, a role-playing exercise designed to integrate knowledge with practice.

### What is a studio?

“Studio” describes a place of practice and a type of pedagogy that include minimal “lecturing”, encouragement to be visual, an endeavor to bridge theory and practice as well as balancing team and individual thinking and doing. Studios are places of constructive critique with an emphasis on “thinking” and “communication”.

## Learning Outcomes

At the successful completion of this course, students will be able to:

- Identify and understand the different types of power
- Develop a positive relationship with their personal power and connect it to their passion and purpose
- Effectively mobilize big goals in the workplace and society as a result of increased power literacy and power competencies such as building effective teams and effective communications

## Learning Activities & Assessments

To understand power and its exercise through influence, you need to embrace its presence in your life. Students will be expected to follow current affairs and be prepared to discuss events as they relate to learning in the studio, as well as critically interrogate power dynamics in their own lives. In addition to the readings and student reflections, we will also be using movies, media, and guests to get the most complete immersion in the subjects covered. Students are expected to complete all required pre-class work prior to each studio so that studios can focus on application and advancement of the lessons learned in the pre-class work which will include readings and may include mandatory online assignments in Canvas.

ASSIGNMENTS	DESCRIPTION	%
Assignment 1: <b>POWER JOURNAL</b>	Write, record, video or draw a weekly “one-pager” reflecting on your personal power journey viewed through the specific lens of each week’s topic.	5
Assignment 2: <b>PUBLIC NARRATIVE</b>	Students will be required to produce a 5 minute video on their Story of Self based on Marshall Ganz’s public narrative work.	10
Assignment 3: <b>CASE STUDY</b>	We will spend the middle week in teams, diving into a case study to practical apply the theories of power and influence learned to that point.	25
Assignment 4: <b>THE POWER GAME</b>	The final two sessions of the studio will be a role-playing game called The Power Game. Students will be assessed on their participation and what it evidences about their learning in the course. In addition to the role-playing exercise, students will be asked to turn in a final two-page paper reflecting on their observations in The Power Game.	35
Virtual textbook <b>#MPPGApower</b>	As part of their personal exploration into power, students will be asked to share at least one reflection per week on Twitter using the hashtag #MPPGApower. The reflection can be on an article, current event, movie, class readings or a public event. Selected posts will be discussed at the beginning of class each week.	5
<b>ACTIVE LEARNING</b> Attendance, Engagement in Studio Sessions, and Feedback	Assesment of active learning will be based on: Is your participation in studio causing shifts in all of our understanding? Are you provocative, proactive and pushing the boundaries? Are you colouring outside the lines? Is everyone, including the instructor and guests, learning from you?	20

## Week-by-Week Schedule

WEEK	TOPIC	CONTENT
<b>1</b>	<b>Introduction &amp; Course Logistics</b>  <b>Connection to Purpose</b>  <b>Types of Power</b>	We will create the framework by establishing why we are here, what we will do together, and what we hope to do individually over the six weeks. The main focus will be on moments of civic awakening and connecting power to purpose. Additionally, we will learn about the types of power based on the work of John French and Bertram Raven.
<b>2</b>	<b>Collaboration</b> – Rightsholders, Stakeholders and Communities of Interest	We will focus on understanding the importance – and challenges – of collaboration in order to accomplish big goals. It will also provide an overview of rightsholders, common stakeholder sectors and considerations in pulling together both formal and informal coalitions to support goals.
<b>3</b>	<b>Essential Skills 1</b> – Posture, Communications, & The Prestige	Skill-building in three areas is essential for exercising influence: the way one approaches connections with others (posture), the best method, message and messenger to use when connecting with those who have the power to help realize your vision (communications), and the magic unique to each person (the prestige).
<b>4</b>	<b>Case Study Week</b>	In week 4 we will apply the theory of power and organizing to the practice of power and influence through the lens of a case study on climate policy. Students will work in teams to present a policy solution to decision-makers using the knowledge, skills and tools learning in the first three weeks.
<b>5</b>	<b>Essential Skills 2</b> - Handling Complications	No matter how skillful you are or how well crafted your plan is to mobilize your vision, reality inevitably will require real-time adjustment. Week 5 will look at some common complications and strategies for managing them.
<b>6</b>	<b>The Power Game</b>	The course will culminate in a role-playing game designed to allow participants to integrate what they've learned through a simulation of a local government decision-making exercise. To “win” the game students must achieve their objectives in the final decision through the use of influence. After the decision, participants will de-brief The Power Game and what they will take away to integrate into their ongoing practice.

## Required Readings, Viewings and Doings

In general I aim to provide a mix of reading, audio and video that together is equivalent to about 2 hours per week (ie. 1 hour per class although not always evenly split between classes).

### Week 1 (July 6<sup>th</sup> & 8<sup>th</sup>, 2020)

There is no reading for week 1 with the exception of Stacey Abram's video which we will watch together in class but I've included it below in case you're excited to get going. I will provide some resources at the July 6<sup>th</sup> class which you may find useful to do further reading on the topics we cover.

- Abrams, S. (2018, November). *3 questions to ask yourself about everything you do* [Video]. TEDWomen 2018.  
[https://www.ted.com/talks/stacey\\_abrams\\_3\\_questions\\_to\\_ask\\_yourself\\_about\\_everything\\_you\\_do](https://www.ted.com/talks/stacey_abrams_3_questions_to_ask_yourself_about_everything_you_do)

### Week 2

#### July 13, 2020

- Lantern Films. (2017, May 12). *2: Identities & Beliefs* [Video].Vimeo.  
<https://vimeo.com/217248632>
- Wilson, K., & Henderson, J. (2014). *First Peoples: A guide for newcomers*. City of Vancouver. (pp. 8-25) <https://vancouver.ca/files/cov/first-peoples-a-guide-for-newcomers.pdf>
- Rabble.ca. (n.d.). *Coalition building*. <http://rabble.ca/toolkit/guide/coalition-building>
- USDA Natural Resources Conservation Service, Social Sciences Team. (2005, May). *Understanding community power structures*.  
[https://www.nrcs.usda.gov/Internet/FSE\\_DOCUMENTS/16/nrcs143\\_021804.pdf](https://www.nrcs.usda.gov/Internet/FSE_DOCUMENTS/16/nrcs143_021804.pdf)
- Gibbs, P., & Shinott, S. (2014, October). Strategizing. In *Organizing: People, power and change* (pp. 30-35). NOTE: we will also be using the worksheets on pp 47, 48 and 49

#### July 15, 2020

- SFU Morris J. Wosk Centre for Dialogue. (2013, June 26). *Building a culture of participation with Dave Meslin* [Video]. Youtube.  
<https://www.youtube.com/watch?v=hHMKMjzRZiw>
- Wellstone. (n.d.). The organizer's guide to the galaxy: Strategic planning.  
<https://www.wellstone.org/resources/organizer%E2%80%99s-guide-galaxy-strategic-planning>
- Boyd, A. (n.d.). Power mapping. Beautiful Rising.  
<https://beautifulrising.org/tool/power-mapping>

## Week 3

### July 20, 2020

- DuVernay, A. (Director). (2016). *13th* [Film]. Kandoo Films.  
(NOTE: Available on Canadian Netflix)
- The Daily Show. (2019, August 30). *#DontDeportMelania*[Video]. Twitter.  
<https://twitter.com/TheDailyShow/status/1167059575217897472>

### July 22, 2020

- We will be watching the following Marshall Ganz videos together but if you want to watch beforehand you can find them online at:  
<https://www.resistanceschool.com/course/public-narrative/>
  - a) Motivation Through Story - Episode 5
  - b) Introduction of Story to Self - Episode 9
  - c) Questions for the Story of Self –Episode 10
- Gibbs, P., & Shinott, S. (2014, October). Telling Stories. In *Organizing: People, power and change* (pp. 9-14). NOTE: we will also be using the worksheets on pp 42, 43, 44 and 45
- Brown, B. (2010, June). *The power of vulnerability* [Video]. TEDxHouston.  
[https://www.ted.com/talks/brene\\_brown\\_on\\_vulnerability](https://www.ted.com/talks/brene_brown_on_vulnerability)

## Week 4 – Case Study Week (July 27 & 29, 2020)

There will be no required external reading for this class. However, the Case Study documents will be provided on the weekend prior to the Monday class. You will be able to ask questions at the Monday class. There are also some resources in the optional reading section that you may find useful.

## Week 5 - August 5, 2020 (possible additional day)

- Harvard University's Implicit Association Test.
  - [US Version](#)
  - [Canadian Version](#)
- Crenshaw, K. (2016, October). *The urgency of intersectionality*[Video]. TEDWomen 2016.  
[https://www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality)
- Choudhury, S. (2015). Bias: Prejudice without awareness. In *Deep diversity: Overcoming us vs. them* (pp. 47-74). Between the Lines.
- Moyer, B. (1987). *The Movement Action Plan: A strategic framework describing the eight stages of successful social movements*. Social Movement Empowerment Project.
- Weaver, L. (2017). *Turf, trust, co-creation and collective impact*. Tamarack Institute.  
<https://www.tamarackcommunity.ca/library/turf-trust-co-creation-collective-impact>

## Week 6 - August 10 & 12, 2020

There will be no required external reading for this class. However, The Power Game briefing documents will be provided on the weekend prior to class and will be between 10 – 30 pages (varies by participant).

## Optional Readings & Viewings

### Week 1 – July 6 & 8, 2020

- French, J. R. P., Jr., & Raven, B. (1959). The bases of social power. In D. Cartwright (Ed.), *Studies in social power* (pp. 150–167). University of Michigan.
- Cameron, S. (2019, March 24). *Types of powers in organizations*. bizfluent.<https://bizfluent.com/info-8074345-types-powers-organizations.html>
- Edelman, M. W. (2018, November). *Reflections from a lifetime fighting to end child poverty* [Video]. TEDWomen 2018.[https://www.ted.com/talks/marian\\_wright\\_edelman\\_reflections\\_from\\_a\\_lifetime\\_fighting\\_to\\_end\\_child\\_poverty](https://www.ted.com/talks/marian_wright_edelman_reflections_from_a_lifetime_fighting_to_end_child_poverty)
- Public Salon. (2015, March 3). *Claudia Li speaks at the Public Salon* [Video]. Youtube. <https://youtu.be/sc7zALdkUr4>
- Choudhury, S. (2015). Power: The dividing force. In *Deep diversity: Overcoming us vs. them* (pp. 97-129). Between the Lines.
- Choudhury, S. (2015). Power Part 2: This time it's personal. In *Deep diversity: Overcoming us vs. them* (pp. 131-153). Between the Lines.
- Havel, Vaclav. (2009). *The power of the powerless (Routledge Revivals)*. Routledge.

### Week 2 – July 13 & 15, 2020

- BC Aboriginal Childcare Society. (n.d.). *ECE Cultural Competency Project*. <https://www.acc-society.bc.ca/services/campaigns-projects/ece-cultural-competency-project/>
- Joseph, B. (2018). *21 things you may not know about the Indian Act: Helping Canadians make reconciliation with Indigenous peoples a reality*. Indigenous Relations Press.
- Lyons, T. (2018, July 3). Things to know (Episode 2) [Audio podcast episode]. In *Indigenous perspectives: Stories from Indigenous public servants*. Employment and Social Development Canada. <https://www.canada.ca/en/employment-social-development/campaigns/indigenous-perspectives-stories/episode-002.html>
- Early Child Development Mapping Project. (2014, October). *Harvesting the wisdom of coalitions: A study of the sustainability of coalitions in Alberta*. Government of Alberta. <https://open.alberta.ca/publications/harvesting-the-wisdom-of-coalitions-a-study-of-the-sustainability-of-coalitions-in-alberta>

- Kahane, A. (2017). *Collaborating with the enemy: How to work with people you don't agree with or like or trust*. Berrett-Koehler Publishers.
- Warchus, M. (2014). *Pride* [Film]. Twentieth Century Fox.
- Chwalisz, C. (2015). *The populist signal: Why politics and democracy need to change*. Rowman & Littlefield.
- Watt-Cloutier, S. (2015). *The right to be cold*. Penguin Canada.

### Week 3 – July 20 & 22, 2020

- Gilmore, J. (2016). *Look: A practical guide for improving your observational skills*. Greenleaf Book Group Press.
- Ladner, S. (2014). *Practical ethnography: A guide to doing ethnography in the private sector*. Left Coast Press.
- Brown, B. (2012). *Daring greatly: How the courage to be vulnerable transforms the way we live, love, parent, and lead*. Gotham Books.

### Week 4 – July 27 & 29, 2020

- Tehara, A.K. (2010, September 21). *Government 101: Why understanding government matters in the policy process*. Innoversity. [http://www.innoversity.com/RMfiles/Government\\_101.pdf](http://www.innoversity.com/RMfiles/Government_101.pdf)
- Province of British Columbia. (n.d.). *Organizational structure*. <https://www2.gov.bc.ca/gov/content/governments/organizational-structure>
- Legislative Assembly of British Columbia. (n.d.). *Learn about us*. <https://www.leg.bc.ca/learn-about-us>
- Makarenko, J. (2007, November 29). *Local government in Canada: Organization & basic institutions*. Mapleleafweb. <https://www.mapleleafweb.com/features/local-government-canada-organization-amp-basic-institutions>
- Union of BC Municipalities. (2015). *Local government in BC: A community effort*. [https://www.ubcm.ca/assets/Services/Documents/2015\\_CommunityEffortBooklet.pdf](https://www.ubcm.ca/assets/Services/Documents/2015_CommunityEffortBooklet.pdf)
- Metro Vancouver. (n.d.). *About*. <http://www.metrovancouver.org/about/Pages/default.aspx>
- City of Vancouver. (n.d.). *Your government*. <https://vancouver.ca/your-government.aspx>
- Macodrum Library. (2020, June 24). *Canadian government policy cycle*. Carlton University. <https://library.carleton.ca/research/subject-guides/canadian-government-policy-cycle-detailed-guide>
- Legislative Assembly of British Columbia. (n.d.). *Bills and legislation*. <https://www.leg.bc.ca/parliamentary-business/bills-and-legislation>



- Legislative Assembly of British Columbia. (2018, March). *The budget process*. <https://www.leg.bc.ca/content-peo/Learning-Resources/The%20Budget%20Process%20Fact%20Sheet%20-%20English.pdf>
- Province of British Columbia. (n.d.). *Local government governance & powers*. <https://www2.gov.bc.ca/gov/content/governments/local-governments/governance-powers>

### Week 5 – August 5, 2020

- Choudhury, S. (2015). *Deep Diversity: Overcoming us vs. them*. Between the Lines.
- Xendi, I. (2019). *How to be an antiracist*. One World.
- UTSC IITS. (2016, November 25). *UofT: Unconscious bias & challenges to fair assessment* [Video]. Youtube. [https://youtu.be/34OyYbv\\_HC8](https://youtu.be/34OyYbv_HC8)
- Kahane, A. (2012). *Transformative scenario planning: Working together to change the future*. Berrett-Koehler.

### General Resources

#### Longer Reads on Power

- Gladwell, M. (2013). *David and Goliath: Underdogs, misfits, and the art of battling giants*. Little, Brown and Co.
- Diamond, J. (2016). *Power: A user's guide*. Belly Song Press.
- Heifetz, R. A., & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading*. Harvard Business School Press.

#### Longer Reads on Strategy

- Quayle, M. (2017). *Designed Leadership*. New York: Columbia University Press.
- Strategic Design Tool Kit – <https://www.strategicdesigntoolkit.com/>
- Tzu, S. (n.d.). *The Art of War*.
- US Army Field Manual of Operations. (n.d.) *The Nine Principles of War*

And probably the only realistic political drama on TV...

- Borgen. (Danish – available on The Knowledge Network)

As well as the best political drama

- Battlestar Galactica (the 2004 edition)



## **\*\* IMPORTANT INFORMATION \*\***

### **A Note from Andrea**

My philosophy around teaching is very much informed by the belief that participants in the classroom have as much to teach each other as I do as an instructor. In pedagogical terms this is referred to as “constructivism” and has a couple of impacts on the learning environment in the classroom.

First, it requires us to start at the beginning on each topic area as everyone has their own set of experiences they bring into a learning environment and starting at the beginning means that we are all at least on page one together. From there, ideally each individual's experience in relation to the material informs all learners in the classroom. This allows participants to learn not only the material but also gain better skills at understanding how their experiences inform their perspective and how to communicate that difference to others, while also transferring lessons that they may have a unique capacity to bring.

Second, it requires three touches on all material. The first touch is introduction of a new concept, followed by the second touch which is connecting the new concept to ones that the participants may already be familiar with or with concepts introduced earlier in the course. The final touch is conscious application of the concept or concepts in a way that is relevant to the learner.

A word on phones and/or social media: although I know it's hard I have a firm no distracting device policy in class. The research is pretty overwhelming that it greatly reduces absorption of information and given that we only have a short amount of time together, we only get one shot at absorbing a lot of material together.

### **University Policies**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available [here](#). Specific policies are available at these links:

- Access & Diversity  
<https://universitycounsel.ubc.ca/files/2019/02/policy73.pdf>
- Religious Accommodation  
<https://www.universitycounsel.ubc.ca/files/2010/08/policy65.pdf>

- UBC Statement on Respectful Environment for Students, Faculty, and Staff  
<http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf?file=UBC-Respectful-Environment-Statement.pdf>

### Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at <http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>.

- No assignment may be submitted to any other instructor of any course for a grade.
- The minimum penalty for plagiarism in any assignment is a zero for the paper; the maximum penalty is a zero for the course.

### Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas. This tool captures data about your activity and provides information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums

### Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Students may not record class activities without prior permission of the instructor.