

**PADM-GP 2407 (1)**

**Advocacy Lab**

**Fall 2024, Academic Year 2024 -2025**

**Instructor Information**

* Paul G. Getsos
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* Office Address:
* Office Hours: The professor will be available for 30 minutes post class or via phone/zoom by appointment - please e-mail [paul.getsos@gmail.com](mailto:paul.getsos@gmail.com) to schedule.

# Course Information

* Class Meeting Times: 09/03/2024 -- 12/12/2024, Th, 06:45pm -- 08:25pm
* Class Location:

# Course Prerequisites

None

# Course Description

This course will focus on learning about, and putting into practice strategies and tools that lead to winning issue advocacy, policy and legislative campaigns. This will include strategies and tactics such as direct and grassroots lobbying campaigns, policy advocacy and participatory research projects, research actions, media and communications to influence targets, as well as direct action campaigns. In addition, the class will also examine electoral and labor organizing as effective strategies for policy change. Effective advocacy campaigns are clear-eyed on what stakeholders have a vested interest in an issue and what that self-interest is, the power they have to influence decisions regarding that issue. T

Grounded in the core concept of power-building, this course will use case-studies, readings, exercises and class discussions to provide students with strategies and tools they can utilize in advocacy work.

* In this class, students will learn how to identify a focused and targeted strategy and implement a campaign based on a power analysis to move and influence decision-

makers. Within this broader framework, students will learn how to conduct a power analysis, run a research action, build out a campaign plan, and how to build effective advocacy tools and tactics.

* The learnings of this course will be important for students who will either work in governmental agencies, work as or for elected officials, and those students who are entering a career in public policy advocacy and or community organizing.
* The course is structured around building and honing critical analysis, communication, and presentation skills. Group projects will strengthen students ability to work in teams,

**Course and Learning Objectives**

Students will learn how budget and legislative processes work in state legislatures and localities and effective strategies, tools and tactics to influence those process’, pass legislation and ensure laws and legislation are implemented to achieve their purpose. In addition, the class will examine different campaigns and movements as case studies to inform students understanding of how to win campaigns, pass legislation and use electoral strategies to affect public policy.

This course is set up as a practicum, where students will be actively engaged in research and conducting one-on-one conversations that will inform the development of a strategy that will inform how they develop a campaign.

The learning objectives are statements that specify what students will know or be able to *do* as a result of a learning activity. The learning objective describes desired condition such as knowledge, skills, or attitudes that need to be fulfilled -- “At the end of the course, students who complete it successfully will be able to...” In writing your course-level learning objectives, consider the following questions:

* What should my students be able to do/know after completing my course? Note: use [action-oriented verbs](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/) that [make learning objectives explicit](https://nyuspscaes.com/wp-content/uploads/2017/08/blooms_taxonomy_action_verbs.pdf) and observable. Ask yourself if the objectives are explicit enough so that your students can focus their learning.
* Within my course, how will I measure (e.g., assessments) whether or not students are achieving the learning objectives I’ve written?
* How do these learning objectives relate to students’ likely prior knowledge plus the amount of practice and feedback they will get during the course?]

Learning Assessment Table

For PADM-GP, MSPP-GP, PHD-GP, UPADM-GP, and URPL-GP courses,

use the following table:

|  |  |
| --- | --- |
| **Graded Assignment** | **Course Objective Covered** |
| Team Paper | #2, #3 |
| Final Exam | #1, #4 |

Refer to the [URPL-GP 1603 Urban Planning and Practice Methods](https://drive.google.com/open?id=1lfCMmymwA4CrOysU3nGyDTEpzJ-OOy_O) course syllabus for format example.

For HPAM-GP courses, use the following directions and table:

Assignments and participation in HPAM-GP courses should be used to assess progress against the program’s competencies, which follow the Commission of Accreditation of Healthcare Management Education (CAHME) core competencies (listed below). First, consider and then choose the relevant competencies for your course. Second, list them in your syllabus using the table on the following page.

Competencies for MPA, Health Policy and Management

* The ability to manage teams, projects and people; to work in change-oriented healthcare organizations; and mentor a diverse and changing workforce
* The ability to understand and apply legal and ethical principles to managerial and leadership decisions affecting healthcare organizations
* The ability to align human resource capacity and practices and processes with strategic organizational goals
* The ability to hold people accountable to standards of performance and assure organizational, professional and ethical compliance
* The ability to measure, monitor and improve safety, quality, access and system care delivery processes in healthcare organizations
* The ability to assess population and community health needs from a public service

perspective

* The ability to examine social and behavioral determinants of health and understand how health systems can address the needs of vulnerable populations
* The ability to draw implications and conclusions to develop an evolving vision that leads to organizational viability
* The ability to use information systems and evidence-based management principles for problem-solving, strategic planning and decision-making, and measuring change
* The ability to synthesize evidence, and apply statistical, financial, economic and cost effectiveness methods in organizational analysis
* The ability to communicate and interact productively in a diverse and changing industry, workforce and citizenry
* The ability to present convincingly to individuals and groups the evidence to support a point of view, position or recommendation
* The ability to engage in continuous learning; to reflect on and assess one’s strengths and developmental needs; to seek feedback from others; and establish and sustain a professional development network
* The ability to implement management practices that optimize workforce performance
* The ability to understand health care financing and the ability to use financial analysis as a tool for organizational control
* The ability to understand how policy and delivery processes work, and to consider the demographic, cultural, political and regulatory factors involved in and influencing health policy and management decision-making

Please refer to learning assessment table in the [HPAM-GP 1833 Health Services Management](https://docs.google.com/document/d/1l6ixWuNpbf1e38CYwCR18SARba3msg07qERA1bU7pzU/edit?usp=sharing) course syllabus as example.

# Required Readings

These are core texts required for the course. The books will serve as important reference points during the class and correspond with key issues and strategies covered by the course, including power mapping and will help inform both individual reflections and group projects.

* Prisms of the People, Hahrie Hahn This will cover Classes 1-5
* Tools for Radical Democracy, Joan Minieri and Paul Getsos This will cover classes 1-6
* Politics is for Power, Eitan Hersh This will cover classes 10 and 11
* Organizing for Power, Jane McAlevey This will cover classes 6 - 10

In addition, students will be provided, tools, worksheets and trainings during the course that will correspond with the class topic and should be used for building out both your power analysis and campaign plan. In addition, there will be additional readings provided during the course to supplement students learning experience, some of which may new required.

# Assessment Assignments and Evaluation

All assignments should be submitted to both Bright space and my personal e-mail [paul.getsos@gmail.com](mailto:paul.getsos@gmail.com) by 3PM the day they are due. Written assignments are either single spaced or double spaced, please see assignment instructions and font size is 12 and please use Arial. Powerpoint decks will be evaluated on clarity and depth of information is presented, how they correspond and communicate key points of the project, as well as how effectively they use graphics and design to communicate to the audience. Team Presentations can be done by any number of presenters with the goal being a concise, clear and comprehensive presentation

**Assignment One - Individual Reflection:** Personal reflection: Please write a 2 page (double spaced) essay on why you are interested in public policy advocacy, how you approach social change and advocacy and the issues that you're most interested in addressing in your career. **Due September 12th.**

**Assignment Two - Issue Power Map, Presentation and Reflection Essay:** Working with your team, you will produce a power analysis of the issue and state? you have chosen for your legislative campaign. This power analysis should follow the format that we cover in class. This power analysis will form your overall campaign plan that your team will produce for your final team assignment. This assignment will consist of a written report by the team, a 5 minute presentation and a personal reflection.

* + **Team Project: Presentation Due on October 24th.** This team project will produce a power analysis for the state/campaign issue you are working on for the semester. This power analysis will include identifying who key stakeholders are on the issue you choose, potential targets, allies and opponents. This power analysis is important because it will inform the campaign plan you will produce for the final project. **Required for the Team Assignment:** Each student will be required to do at least 2 30 minute research action interviews with key stakeholders to help inform the power analysis plus literature reviews. The power analysis will also be informed by additional research of the issue, stakeholders and target(s). A well designed, clear and concise slide deck presentation will also be required for the presentation with relevant data backing up your analysis. Your deck should be no longer than 6 slides long.
  + **Individual Reflection: Paper Due on October 31st.** You will be required to submit a

1.5 page single spaced reflection on the process of conducting the power analysis, including research interviews and the analysis. The reflection should include what you learned about the power mapping process while you conducted the research and how this process could be applied to your current work or in projects and work you hope to do in the future.

**Assignment Three: Team Project: Issue Campaign Plan and Memo: Presentation and Memo Due December 12th:** Using the power analysis and additional research, your team will develop a Legislative Campaign Plan and memo, along with a 5 minute presentation and personal reflection. The plan and memo will be based on what we cover in our class, and will conform and reflect the legislative process of the state you choose and the issue you are working on. Your deck should be no longer than 8 slides long and complements the memo.

**Assignment Four: Individual Final Paper: Paper Due December 15th.** Please write a 4-5 page double spaced reflection paper reflecting on the issue and campaign you worked on for your team project with a specific reflection on how an electoral strategy would be implemented as part of winning your campaign, and or advancing action on the issue you care about. How does the issue and campaign plan you developed compare and contrast to the two case studies we examined in class.

## Individual Assessment (60%)

* Personal reflection 15%
* Contribution to discussion & learning, 15 %
* Final Individual Project 30%

## Team Assessment (40%)

* Power Mapping Memo and Chart: 15%
* Presentation 1: 5%
* Campaign Planning Memo: 15%
* Presentation 2: 5%

[Include a brief description of each assignment and include expectations: format (font size, margins etc.), writing style (if applicable), and form of submission (in class, Brightspace, etc.) Further details can be expressed in class or in the assignments tab in Brightspace.]

## Late Submission Policy for Assignments

Extensions will be granted only in case of emergency, out of respect to those who abide by deadlines despite equally hectic schedules. Late submissions without extensions will be penalized 20% per 24-hour period.

[Include a statement on your assignment late submission policy. Policies range from statements that you accept late submissions only via prior arrangement or emergencies, to penalties of a point or grade reduction. Additional example language is below:

1. Extensions on assignments will be granted only in case of emergency or special circumstances. This policy is adopted out of respect to those who abide by deadlines despite equally demanding schedules. Assignments handed in late without authorized extensions will be penalized one-third of a grade per day.
2. Assignments are due prior to 6.45 pm on the dates indicated on Brightspace. Late submission of problem sets will lead to a two-point reduction for missing the deadline, another one-point reduction for a one-week delay, and zero thereafter.
3. I accept late work (that is, having a time stamp later than the time and date on which assignments are due) after the due date only by prior arrangement. You must type and print out any grade appeals, attaching supplemental information as appropriate, and present them to the instructor in hardcopy.
4. Late assignments will not receive any credit except in extreme circumstances, such as serious medical emergencies.]

# Overview of the Semester

## Week 1

* + - **Date:** September 5th
    - This will be a virtual class - Please use this [Zoom link](https://us02web.zoom.us/j/81653038155?pwd=MN7xtvsAjWGFsHrDnxJAPKezsxIWF1)
    - **Topic:** Introduction to the course - The Basics of a Successful Advocacy

Campaign

* + - **Program**: We will review the goals of the course, assignments, and the professor will share his orientation on how to run a successful advocacy campaign.

### Readings:

* + - * Community Voices Heard Documentation Report
    - **Assignment 1 Assigned EST:** Personal reflection

### Week 2

* + - **Date:** September 12th
    - **Topic:** Stakeholders and Constituencies: Who’s Who in Relation to an Issue
    - **Program:** Who are the key stakeholders and constituencies on an issue and what role do they plan when working on an advocacy campaign.

### Readings:

* + - ​

### Assignment Due: Personal Reflection

* + - **Assignment 2 Due : Lab Project Interest:** Come to class with the issue area you care about and would like to focus on for the “lab” and we will break out into teams for the lab portion of the class.

### Week 3

* + - **Date:** September 19th
    - **Topic:** Power Analysis and Power Mapping: How to Build a Strong Foundation for a Winning Advocacy Campaign
    - **Program:** How to conduct a power analysis and target analysis, both critical to building out a successful advocacy campaign, including how to conduct a research action.
    - **Assignment** 1 Team Lab Team Project due at class.

### Week 4

* + - **Date:** September 25th
    - **Topic:** How to Run an Effective State Legislative Advocacy Campaign: How to

work the levers of the state policy and legislative making process.

* + - **Program:** State Legislative Campaigns have similar trajectories in states, with timing and length being a significant difference. This class will teach how to build a successful state campaign including how to work with state agencies, commissioners, the governor's office and legislative branches.

### Week 5

* + - **Date:** October 3
    - **Topic:** Case Study One: Learning from the Diverse Advocacy Approaches from the Movement for Gay Marriage
    - **Program:** We will look at how the case study applies to our previous classes and your projects. This class will look at various strategies for change and achieving policy wins by the various groups working on gay marriage.

### Week 6

* + - **Date:** October 10th
    - **Topic**: Media and Communications: Earned and Unearned Media Strategies and Tactics
    - **Program:** We will learn about how earned media, paid and social media strategies move campaigns forward, and what are the tools and tactics that can be deployed to move targets and change narratives.

### Week 7

* + - **Date:** October 17th,
    - **Topic:** Case Study Two: The Living Wage Movement
    - **Program:** We will discuss how the Living Wage movement was established, grew and secured success, and how it intersected with labor and worker organizing.

### Week 8

* + - **Date:** October 24th
    - **Topic:** Team Reports and Presentations on Power Mapping and Research Actions
    - **Program:** Power Mapping Class Presentations
    - **Assignment Due:** Presentations and Memos Due

### Week 9

* + - **Date**: October 31st
    - **Topic:** Worker Organizing: Unions and Community Models
    - **Program**: We will examine how labor unions, worker organizing and other labor formations engage in public policy advocacy, coalition building, politics and elections. We will also review the different types of labor unions, leadership and decision making process’.
    - **Assignment Due:** Power Mapping Personal Reflections Due

### Week 10

* + - **Date**: November 7th
    - **Topic:** Electoral Strategies 1: Hot takes on the 2024 Election
    - **Program:** Reflecting on the readings and the recent election, we will have a class discussion of how the election played out, and what it means for advocacy work and organizing, including any impact on building out your legislative campaign plan.

### Week 11

* + - **Date**: November 14th
    - **Topic:** Electoral Strategies 2: How an Electoral Strategy Moves a Policy Agenda
    - **Program:** Will look how different organizations and issues campaigns used electoral strategies, including ballot initiatives, to move their policy agendas. What are the tools and tactics campaigns use, what are the pros and cons of ballot initiatives, and we will review the different organizational models required to engage in electoral work.

### Week 12

* + - **Date:** November 21st
    - **Topic:** Culture, Politics and Policy: An Exploration of the Intersection of Art, Culture and Organizing.
    - **Program:** We will review movements and campaigns where cultural strategies were a critical component of how to both achieve an advocacy win and change hearts and minds. In the class we will also examine what a cultural strategy is.

### Week 13

* + - **Date:** December 5th
    - **Topic:** Fundraising, In-Kind Contributions and Building Budgets: How Do We Resource a Campaign
    - **Program:** In this class we will examine different fundraising strategies, in-kind contributions and how to put together a campaign budget. We will look at a sample campaign budget that students will use for their final project.

### Week 14

* + - **Date:** May 4
    - **Topic:** Final Class - Topic TBD by class/guest speaker

# Letter Grades

Letter grades for the entire course will be assigned as follows:

|  |  |
| --- | --- |
| **Letter Grade** | **Points** |
| **A** | 4.0 points |
| **A-** | 3.7 points |
| **B+** | 3.3 points |
| **B** | 3.0 points |
| **B-** | 2.7 points |
| **C+** | 2.3 points |
| **C** | 2.0 points |
| **C-** | 1.7 points |
| **F** | 0.0 points |

Student grades will be assigned according to the following criteria:

* + (A) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
  + (A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
  + (B+) Good: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.
  + (B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but student has not been thorough or has shown other weaknesses or limitations.
  + (B-) Borderline: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”
  + (C/-/+) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.
  + (F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

[If you choose to publish a numeric-to-grade scale in your syllabus, please follow and use the scale below.]

|  |  |  |
| --- | --- | --- |
| A | > 93.0 | 4.0 |

|  |  |  |
| --- | --- | --- |
| A- | > 90.0 | 3.7 |
| B+ | > 87.0 | 3.3 |
| B | > 83.0 | 3.0 |
| B- | > 80.0 | 2.7 |
| C+ | > 77.0 | 2.3 |
| C | > 73.0 | 2.0 |
| C- | > 70.0 | 1.7 |
| F | < 70.0 | 0.0 |

# Brightspace

[This section should describe how the course will use Brightspace. See example below:]

All announcements, resources, and assignments will be delivered through the Brightspace site. I may modify assignments, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible through the course website.

# Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

# Henry and Lucy Moses Center for Student Accessibility

Academic accommodations are available for students with disabilities. Please visit the [Moses](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) [Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) and click the “Get Started” button. You can also call or email CSD (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

# NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. You must notify me in advance of religious holidays or observances that might coincide with exams, assignments, or class times to schedule mutually acceptable alternatives. Students may also contact [religiousaccommodations@nyu.edu](mailto:religiousaccommodations@nyu.edu) for assistance.

# NYU’s Wellness Exchange

[NYU’s Wellness Exchange](http://www.nyu.edu/life/safety-health-wellness/wellness-exchange.html) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.

# Class Policies

[Feel free to make this section your own. Add any additional instructions or information that you believe students need to know. Some examples of categories for this section: attendance [for those of you teaching intensive courses, please be explicit since missing even one day or a portion of a day may be too much and students may need to choose a different course], reporting illnesses or emergencies, participation, re-grading, late submission policy, technology use in the classroom, your response time, [incomplete policy,](https://wagner.nyu.edu/portal/students/policies/incompletes) [course withdrawal policy,](https://wagner.nyu.edu/portal/students/academics/registration/add-or-drop) etc.]