



**NYU**

**ROBERT F. WAGNER GRADUATE  
SCHOOL OF PUBLIC SERVICE**

# **PADM-GP 2407 Advocacy Lab: How to Make Change Happen Spring 2019**

“Few [people] have the greatness to bend history itself, but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation. ... It is from numberless diverse acts of courage and belief that human history is shaped. Each time a [person] stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he [or she] sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring those ripples build a current which can sweep down the mightiest walls of oppression and resistance.”

Robert F. Kennedy

## **Instructor Information**

- Professors David M. Elcott and Daniel Altschuler
- Email: [david.elcott@nyu.edu](mailto:david.elcott@nyu.edu)
- Email: [dia6@nyu.edu](mailto:dia6@nyu.edu)
- Phone: 212-992-9894 (David)
- Mobile: 914-391-7503 (David)
- Office Address: Puck 3068
- Office Hours: by appointment

Prof. **Daniel Altschuler** He is currently the Managing Director of [Make the Road Action](#) (which operates in Connecticut, Nevada, New Jersey, New York, and Pennsylvania) and the Director of Civic Engagement and Research at [Make the Road New York](#) (MRNY). Daniel is also an Adjunct Assistant Professor of Public Service of NYU's Robert F. Wagner Graduate School of Public Service. He holds a doctorate in Politics and a Masters in Development Studies from the University of Oxford, where he studied as a Rhodes Scholar. His academic research focused on civic and political participation and civil society in Honduras and Guatemala. He published [The Promise of Participation: Experiments in Participatory Governance in Honduras and Guatemala](#) (2013, Palgrave-MacMillan) with Javier Corrales, as well as other academic articles.

# Course Description

## Short Description:

Advocacy Lab is meant for students interested in how change takes place in policy and politics – and what efforts are necessary to effect those changes. We explore in theory and practice the concepts and tools of advocacy and will work with those in the field to apply our learning. We will team with Make the Road, an immigrant support organization, to advocate for a range of supportive measures and actions to help immigrants of all kinds to secure a place in New York as the advocacy campaign for this year.

The goal of Advocacy Lab is to gain hands-on experience in taking on a social justice issue and make change happen.

## Long Description:

Advocacy Lab is for those who could imagine social change that results from an entrepreneurial sense that my (and our) actions can be transformative. It may mean working in national or local advocacy organizations that make change happen or in a social purpose cross-sector setting that commits-profit organizations and corporations with a commitment to constructive social impact. A campaign could even take place on the most local level, even on college campuses. It is for anyone who wants to understand the art of issue advocacy as a method of social change. An advocacy campaign is one aspect of making change happen. It attempts to impact public policy, most often through changes in regulations and/or legislation and always entails new, effective narratives. There are a wide range of roles campaign workers can play from research and policy analysis, from education, public relations and organizing constituencies to reaching out to a wide range of influential, legislators and other government officials. At the same time, the skills of public advocacy– listening, finding areas of consensus and building on that consensus, finding ways to make change happen – are skills that can be applied to all professional and life settings.

Theory is not enough for this course. The goal of Advocacy Lab is also to gain experience in how to make change happen. That is why we chose Make the Road. Nothing could be more timely than for us to address issues of immigration, DACA, asylum and refugees and all the issues connected to their presence in the United States. This class is not only an academic endeavor. In addition to training classroom activities, we will take our learning out into the community. The clinical part of the program will include training in a specific advocacy issue you can work on and developing the strategies, skills and courage to go out into the field to advocate for concrete change. During in-class practicums we will explore the range of tools and strategies for our advocacy campaign, share and analyze our experiences and plan the work that needs to be done. Students will be mentored in this work.

The course will alternate providing an overview of and training in how to affect public policy through advocacy campaigns, legislative lobbying, issue branding, and community organizing in the United States while working on the granular nitty-gritty of a campaign including debating mission, providing research, stakeholder power analysis, strategies and tactics and tasks. We will try to understand how power can be best employed to do good and how the courts could support and undermine our efforts. This includes exploring the different forms of policy issue advocacy and identifying its value base; exploring the strategies, tactics and activities of organizing and running such campaigns; and thinking about marketing, language and

evaluation. We will have the opportunity to meet with advocacy leaders, from lobbyists to strategists, legal experts to grass roots organizers. We will also need to look at and gain insight from experts on using social media and on-line campaigns to effect the changes they seek. We hope that you will experience this not merely as simulation, but the real thing. All the while, we will be working on a specific campaign with Make the Road.

Through readings, class activities, cases studies, speakers and reflection, students will examine skills and techniques for effective issue advocacy organizing while also learning from field experience and reflective engagement with fellow students, professors and mentors and those being served.

During the course of the year, you will be part of a team that, working with the professors, will address one or more aspects of an advocacy campaign and then go out in the field to do such things as meet people as an advocate, find partners and build coalitions, lobby decision-makers, contact media and do the things that an organizer for an issue advocacy campaign must do. You also will spend time researching the issue(s) so that you become an expert in the field. Hopefully, your work will move the advocacy campaign forward, although that is never assured (failure is unfortunately a real aspect of advocacy).

There is no shortage of issues that the United States and the world face – from gun violence, unemployment and poverty to food justice, criminal justice reform and human and civil rights. Some of these issues could be very local, here at NYU and in New York, while others could be international in scope. Yet the skills and “on the balcony” assessments crucial to an effective advocacy effort are learnable. Taking on an advocacy campaign will allow you to explore your own strengths and recognize the areas of growth you seek.

## **Course and Learning Objectives**

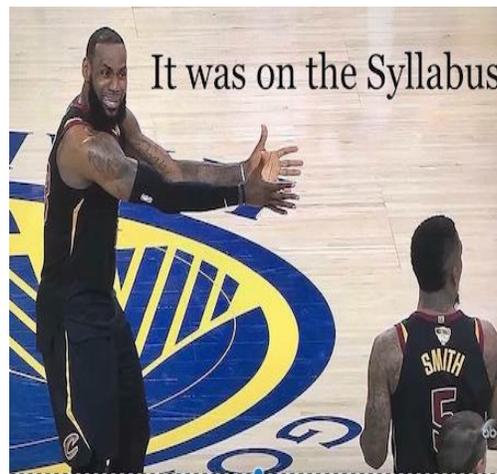
1. Understand the roles of political actors and institutions and the contexts within which they operate, as well as how these elements affect decisions and policy outcome
2. Generate policy alternatives and differentiate among them, including assessing their feasibility and consequences
3. Identify strategies for advocacy in support of specific policy objectives.
4. Identify key stakeholders and interest groups, and conduct power analyses
5. Position one’s own public service interests within a larger public service landscape
6. Reflect on and modify one’s own ways of thinking and acting in the world
7. Examine the essential concepts of power – what it is, how it is used and how groups and communities expand and strengthen their political power through organizing – and consider how to apply this learning.
8. Consider how changes in civic engagement and voluntary associations impact community organizing and grassroots mobilization.
9. Determine how to identify and engage community members and organizations that will get involved in an advocacy campaign and how to support their participation in decision-making processes and coalition building.
10. Address the unique leadership skills that make for a successful advocacy campaign.
11. Differentiate between the problems that affect individuals and communities and the issues around which advocacy campaigns are built, viewing social, economic and political problems from an advocacy perspective.

12. Learn about and apply principles of communication, marketing and branding to advocacy and organizing in general and specifically to the development and implementation of issue campaigns.
13. Articulate a theoretical, conceptual and practical knowledge of the legislative, budgetary and bureaucratic policymaking processes and structures and the democratic processes and role of compromise critical to effective governance.
14. Describe the key action points within the policymaking processes in which professional lobbyists, legislators, advocates and their organizations can influence policymaking.

## Learning Assessment Table

Graded Assignment	Course Objective Covered
Research Assignment #1	#1, #4, #8, #9
Research Assignment #2	#1, #4, #8, #9
1 <sup>st</sup> Reflection	#1, #4, #7, #9
2 <sup>nd</sup> Reflection	#5, #6, #11, #12
3 <sup>rd</sup> Reflection	#2, #3, #6, #13, #14
Final Reflection/Memo	#1, #3, #5, #6, #7, #8, #11, #12

## Course Expectations and Requirements



1. Careful preparation for and serious involvement in all seminar sessions. This means reading the materials and thinking about the topic before the session. Try your best to cover all the readings so that in class, you will be citing from the works that we assigned. In your reading, you are asked to:
  - Question the significance of the topic and the analyses you read – is the methodology solid; does the analysis comport with the results?

- Search for what biases (and there are always biases) affect the choice of subject, data and analysis.
  - Check yourself out: In what ways do the evidence and analyses conform to your own experience and assessments, and in what ways do they challenge them?
  - Consider what institutional and organizational implications can be drawn from the readings, and what types of leadership responses would be most productive.
  - Think about what you learn as a leader and manager, policy analyst and advocate for policy change.
2. **Class participation – 10%.** Class participation is crucial and the quality and thoughtfulness of your involvement will be reflected in your final grade. If speaking in public is difficult for you, please come to see us early on. There will be class task assignments connected with case studies (grant proposals, theory of change and logic model creation, op-eds, lobbying tactics) that will help make up your participation and team grades. Please take these tasks seriously as we record your engagement and delivery. You will see your work reflected in your final grade. Assume leadership in class activities (alone and as part of a team) – there will be many opportunities for you to experiment with your own organizing skills.
3. **Research Assignments – 15%.** You will be responsible to deliver written products for Make The Road that will be assigned throughout the course and handed in to Make The Road as a resource for their use in an aspect of the campaign. You will have the opportunity to work in a small group if you choose to develop a policy or campaign proposal to both build a powerful public narrative in support of expanding access to drivers' licenses and to inform legislators and agency administrators of policy concerns for passage and implementation of the bill. **(Learning Objectives 1,4,8 and 9).**  
 Research Assignment #1 is due March 6<sup>th</sup>  
 Research Assignment #2 is due April 3<sup>rd</sup>
4. Students will be given a topic posted under assignments covering issues that arose from the sessions that seem powerful, meaningful and/or problematic. You are to then write a one to two-page single-spaced analysis. You will be responsible for **FOUR** such analyses staggered over the semester. Each analysis, while reflecting rigorous and careful reading, allows you to explore different aspects of the course in a range of formats – we certainly want to know what excites you intellectually and how you imagine applying what you read and discuss in class to professional areas that interest you. We also want you to experience writing a policy position paper and a compelling grant proposal to support some aspect of your mission. Along with your readings, you may also use lecture, power-point presentations, in-class exercises and the presentations of guest speakers as resources, theory and academic analysis – **these reflections are in lieu of exams and therefore should reflect the academic learning to the best of your ability. Do not skimp on your writing. These are not book reports – We have read the material. Deep and thoughtful analysis is what you will be doing.** To get full credit, these four one-two pagers will be due no later than the following dates:

a. **1<sup>st</sup> Reflection – Sunday, February 17, 2019: 15%**

This reflection is a stakeholder power analysis and self-reflection (see assignment #1). **(Learning objectives 1,4,7 and 9)**

b. **2<sup>nd</sup> Reflection – Sunday, March 17, 2019: 15 %**

The reflection asks you to both take a bird's eye view and a deep intimate self-reflection about the experience of immersing yourself as an activist attempting to change the conditions facing immigrants, asylum seekers and refugees given the climate in the U.S. today. **(Learning objectives 6,5, 11 and 12)**

c. **3<sup>rd</sup> Reflection – Sunday, April 14, 2019: 15 %**

This reflection is a policy memo just like you are (or will be) learning in your policy class **(Learning Objectives 2,3,6, 13 and 14)**

d. **Final Reflection/Memo – Wednesday, May 15, 2019: 30 %**

**Note on the Final Reflection/Memo:** For your fourth reflection and final memo, we are asking you to structure your responses a bit differently than the prior ones. What we would like for you to do is look back over the course, the issues we addressed in the context of a very complicated political environment where many of the channels once used for advocacy campaigns are under assault - whether for good or bad, successfully or not. And consider the changes in the ways people engage in society. You are asked to write a final **MEMO** up to 3 single-spaced pages to the next student who will continue the advocacy work you have been doing. **(Learning Objectives 1,3,5,6,7,8,11 and 12)**

5. Please submit all written assignments electronically. Your final class grade will reflect your participation in class sessions, your three one-two page analyses, your fieldwork and journal reflections, and your final group presentation and final memo to the next class.
6. Please refrain from checking your emails or doing other computer/PDA activity during class other than that which is connected to the class– if you think that we do not notice, you are wrong.

**THERE IS MUCH WE WILL NOT KNOW ABOUT THIS SEMESTER OR CANNOT ANTICIPATE BECAUSE YOUR ADVOCACY ENGAGEMENT DEPENDS ON MORE THAN YOUR OWN ACTIONS. THERE MAY BE CHANGES IN SESSIONS IF EVENTS CALL FOR THAT. THE SCHEDULE OF DELIVERABLES MAY ALSO CHANGE DEPENDING ON WHAT IS HAPPENING IN THE CAMPAIGN. AS GRADUATE STUDENTS WHO ARE ENGAGED IN REAL FIELD WORK, FLEXIBILITY IS A CRUCIAL ASPECT OF THE LEARNING. PLEASE NURTURE THAT CAPACITY FOR THE UNEXPECTED.**

## **NYU Classes and Readings**

1. Much of the reading, many announcements, class related documents and other useful class information will be posted at the NYU Classes site so make sure to check that out regularly.
2. Also, check your NYU email regularly for any other announcements.

3. You will need Adobe Acrobat Reader in order to view some of the materials. Make sure that you have it installed.
4. Books will be placed on reserve in the library.

## 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](#). All Wagner students have already read and signed the [Wagner 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 Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities \(CSD\) website](#) and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (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](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

## Student Resources

Wagner offers many quantitative and writing resources as well as skills workshops. The library also offers a variety of data services to students.

- [quantitative resources](#)  
(<https://wagner.nyu.edu/portal/students/academics/advisement/quantitative>)
- [writing resources](#) (<https://wagner.nyu.edu/portal/students/academics/advisement/writing-center>)
- [skills workshops](#)  
([https://wagner.nyu.edu/education/courses/search?search\\_api\\_fulltext=&subject%5B%5D=2343&field\\_course\\_semesters\\_offered=All](https://wagner.nyu.edu/education/courses/search?search_api_fulltext=&subject%5B%5D=2343&field_course_semesters_offered=All)).
- [data services](#) (<http://nyu.libguides.com/dataservices>)

## Pre-Readings and Book Purchases

Most of your readings are on-line or provided under NYU Classes Resources for Advocacy Lab.

One very important book you should purchase is **This Is an Uprising** by Mark and Paul Engler (Nation Press NY: 2016). You can find it online for about \$9. We will be reading most of the book.

The opening sessions of this course are intensive with a great deal to learn. We encourage you to prepare by reading in advance if you can. In addition to the readings listed in the syllabus, please do read the following all of which are linked below:

1. [Make the Road New York mission](#): (good to also read our [history](#) and about our [community](#))
2. Make the Road New York theory of change (NYU Classes Session 1)
3. Make the Road New York 2018 State Platform
4. Background on the States and Immigrant Rights
  - a. Wessler, Seth Freed, [Bills Modeled After Arizona's SB 1070 Spread Through States](#) (2011). Colorlines.
  - b. Markowitz, Peter L., [Undocumented No More: The Power of State Citizenship](#) (August 20, 2014). Stanford Law Review, Vol. 67, 2015; Cardozo Legal Studies Research Paper No. 435.
5. Driver's licenses for all reports: read both the Comptroller's report and FPI's analyses, both downloadable [here](#).

## Course Sessions

### Session 1 – January 30th

Topics:

Mission and Vision: A Theory of Change and Organizational Mission (David)

Students will refresh or acquire the basic vocabulary that is critical to issue advocacy and organizing such as: deep listening and collaborative skills, standing on the balcony and turning up the heat, dialogue and debate, SWOT and other strategic-change models of engagement to produce change. We will begin to develop a Theory of Change applied to the organization(s) with which we are working.

We also will explore the ways that Americans organize for change, the web of relationships and a network of associations that provide significant benefits of social capital, personal meaning and tribal affiliation well beyond the confines of any particular institution. What roles do voluntary associations and social capital derived from participation in voluntary associations play in fostering civic engagement in the context of American democracy? Of particular interest is whether voluntary associations, the core of American public service commitment, demand

participatory behavior in a world moving from a place in time to virtual associations no longer dependent on geography. The core questions:

- What impact will the shifts in the ways Americans participate as active citizens have on grassroots mobilization and community organizing?
- What is issue advocacy in the context of organizing and how it is different from other approaches to addressing community problems?
- We will identify the issue(s) that will engage us this semester and begin to learn about what needs to be done.

Readings:

- **This is an Uprising**: Introduction, Chapter 1: The Strategic Turn and Chapter 4: The Pillars
- Theda Skocpol, **Diminished Democracy: From Membership to Management in American Civic Life**, Univ of Oklahoma Press, 2003, chapter 6 “What We Have Lost.”
- Minieri, J. **Tools for Radical Democracy**. Introduction - Chapter 1;
- Reid, Elizabeth. 1999. Nonprofit Advocacy and Political Participation. In Boris, ET and Steuerle, Eds.: **Nonprofits and Government: Collaboration and Conflict**. Chapter 9: 291-325.
- [A Guide to Effective Nonviolent Action](#) (2007), chapter. 1 The First Step: A Vision of Tomorrow
- Peter Ackerman, [Strategic NonViolence is Not Civil Resistance](#), Sept. 2017
- Greg Jobin-Leeds, **When We Fight, We Fight to Win**, (New Press, 2016) chapter 4.

## Session 2 – February 6th

Topics:

Power and the Advocate as an Agent of Change (David)

We will use the experience gained in learning about Make The Road’s power analysis to focus on theory: a definition of power and the ways that power is used in the world of advocacy and organizing. In this context, we will begin to explore the role of an issue advocacy organizer and begin to assemble the qualities and skills that are crucial for a successful campaign. What allows us the right to intervene in the lives of a community? More important, we will take the issues of power head-on: What is power all about – for whom, over whom, with whom?

Readings:

- **This is an Uprising**: Chapter 2: Structure and Movement and Chapter 6: The Act of Disruption
- Strolovitch, **Affirmative Advocacy: Race, Class and Gender in Interest Group Politics**, Chapter 3
- Naim, **The End of Power**, Basic Books, 2013, chapter 2: Making Sense of Power

- Frances Poletta, **Freedom is an Endless Meeting: Democracy in America**, Univ. of Chicago, Chicago, 2002 (sections TBD)
- **The Community Toolbox**, Univ. of Kansas, 2010, Chapters 30-35: Organizing For Effective Advocacy
- [A Guide To Effective Nonviolent Struggle](#) (2007), chapter. 2 Power In Society,
- The Public Policy Institute, [The Realclout Toolbox](#)
- Jobin-Leeds and Agitarte, **When We Fight We Win**, Chapter 4

## Session 3 – February 13th

Topics:

Make the Road: Building a Theory of Change and Organizational Mission (Daniel)

This session will offer a quick review of the history and roots of state power and immigration, as well as a discussion of the Make the Road model. How can states become agents of change in the fight over immigration in the United States? Should immigration be a federal or state issue, or both? How can immigrants and immigrant organizations effectively build power to protect their communities, win respect and dignity and transform the power balance?

Readings:

1. [Make the Road New York mission](#): (good to also read our [history](#) and about our [community](#))
2. Make the Road New York theory of change (NYU Classes Session 1)
3. Make the Road New York 2018 State Platform
4. Background on the States and Immigrant Rights
  - a. Wessler, Seth Freed, [Bills Modeled After Arizona's SB 1070 Spread Through States](#) (2011). Colorlines.
  - b. Markowitz, Peter L., [Undocumented No More: The Power of State Citizenship](#) (August 20, 2014). Stanford Law Review, Vol. 67, 2015; Cardozo Legal Studies Research Paper No. 435.
5. Driver's licenses for all reports: read both the Comptroller's report and FPI's analyses, both downloadable [here](#).

## Session 4 – February 20th

Topics:

Power Analysis Case Study: Make The Road (Daniel)

We will analyze the power systems at play in New York and how the campaign to win access to drivers' licenses for undocumented immigrants can build power to win. We will consider where change happens, who are the most relevant (and powerful) actors, and how our campaign can

and should try to “move” them. We will also use this exercise to consider coalition-building opportunities and dynamics.

#### Readings:

- “Latest Nixon Endorsement Revives Driver’s License Issue.” NY State of Politics.
- Cynthia Nixon / Carlos Menchaca video (2 minutes): watch [here](#).
- “City’s first Mexican-American elected official backs Cynthia Nixon for governor.” New York Daily News.
- “Hochul clarifies position on immigrant driver’s licenses.” Politico NY.
- [National Immigration Law Center, How U.S. Immigration & Customs Enforcement and State Motor Vehicle Departments Share Information](#) (2016)
- [NATIONAL IMMIGRATION LAW CENTER, UNTANGLING THE IMMIGRATION ENFORCEMENT WEB](#) (2017)
- [Opportunity Agenda Immigration Consortium](#)

## Deliverables Due

- **1st Reflection Sunday, February 17, 2019**

## Session 5 – February 27th

#### Topics:

Terms of Engagement and Can a Revolution Be Tweeted? (David)

For millennia, advocacy meant face-to-face action: petitioning the ruler, standing on a soap box in the public square, nailing your manifesto to the church door and storming the castle. There were serious limits to how far and wide you could engage others in your quest for change. Clearly, the conditions and capacities to effect change have dramatically increased, but does tweeting and posting on Facebook really qualify as advocacy? We will look at traditional forms of advocacy mobilization and engagement – door knocking, community organizing and union halls that lead to rallies and marches and then enter the cyberspace that could reach over 100 million people to sign on to Kony 2012. Students will examine various cases of advocacy engagement and begin to imagine the next stages of political action and advocacy.

#### Guest Speaker

**Phil Aroneanu** is an organizer and political strategist (and a Wagner graduate). He co-founded [350.org](#), helped launch and run dozens of efforts, including the campaign against the Keystone XL Tar Sands pipeline, the Fossil Fuel Divestment campaign, and the People’s Climate March. He directed Bernie Sanders’ campaign in New York and helped mobilize millions to the streets and the ballot box after the 2016 elections. Phil has also consulted and managed a variety of global, national and state-level electoral and advocacy efforts, and currently serves as Director of Digital Organizing Strategy at ACLU.

## Readings:

- Malcolm Gladwell, [Small Change, Why The Revolution Will Not Be Tweeted](#),
- Zeynep Tufekci, *Twitter and Tear Gas*, (Yale Univ. Press 2017), chapter 1 **A Networked Public and Epilogue: The Uncertain Climb**
- David Karpf, *The Move On Effect*, (Oxford Studies in Digital Politics 2012), Chapter 4
- [Black Code](#): The Movie (trailer) Based on the book by Prof. Ron Deibert, Black Code is the story of how the internet is being controlled and manipulated by governments in order to censor and monitor their citizens. As they battle for control of cyberspace, ideas of citizenship, privacy and democracy are challenged to the core.
- [Joshua: Teenager vs. Superpower?](#) Unstable times can create the unlikeliest of heroes. When the promise of Hong Kong's autonomy was at risk, 14 year old Joshua Wong decided to speak up. Amid the glistening cityscape, filmmaker Joe Piscatella introduces viewers to a teenaged activist who inspired tens of thousands to stand up for their beliefs.

## Case Studies

- Will be assigned

## Deliverables Due

### Research Assignment #1 is due March 6<sup>th</sup>

## Session 6 – March 6th

### Topics:

Make the Road Practicum (Daniel)

A campaign analysis – expanding access to driver's licenses for undocumented immigrants in New York. We will examine the status of the campaign, learn the history and key players and create a campaign plan for the rest of the semester.

### Readings:

["Let undocumented immigrants drive: Cuomo can act right now."](#) Peter Markowitz. New York Daily News.

["Man detained by immigration officers after delivering pizza to Army base."](#) CNN.com

["Let them drive, gov: Give driver's licenses to undocumented New Yorkers now."](#) Eric Adams and Javier H. Valdés. New York Daily News.

[Sandra Chica video on Twitter](#)

## Session 7 – March 13

### Topics:

Advocacy Needs Funding: An Introduction to Nonprofit Grant Writing (David)

Fundraising is an essential skill for anyone looking to effect change, and grant writing is one of the most important tools in any fundraiser's toolkit. This session will help students gain an understanding of the grant writing, making, and reporting processes by covering essential grant-related vocabulary, major types of grants, and the standard parts of a grant application. Students will examine three real grant applications and practice determining a project or organization's eligibility and fit for specific funding opportunities.

:

- Ellen Karsh and Arlen Sue Fox, **The Only Grant-Writing Book You'll Ever Need**, Fourth Edition (Basic Books, 2014), pgs 1-67
- **This Is An Uprising**: Chapter 7: The Whirlwind and Chapter 8: The Dividers
- Timothy Snyder, **On Tyranny** (Tim Duggan Books, NY: 2017) Chapter 9: Be Kind to Our Language and Chapter 17: Listen for Dangerous Words (NYU Classes)
- Kahn, **Organizing: A Guide for Grassroots Leaders**, NASW Press, 1991, chapter 12: Communication and chapter 13: Media
- [Groundswell: Inspiring Faithful Action to Repair the World](#)

### Case Studies

- How to write a foundation grant LOI and proposal?

## Deliverables Due

- **2nd Reflection Sunday, March 17th**

## Session 8 – March 27th

### Topics:

Campaign Research and Communication (Daniel)

This session will be focused on developing compelling and concise materials for our campaigns to both build a powerful public narrative in support of expanding access to driver's licenses and to inform legislators. Students will work in groups to develop the best supportive materials (see Assignment #1):

## Deliverables Due

### Research Assignment #2 is due March 31st

Session 9 – April 3rd

Topics:

The Legislative Process: How Laws Move from an Idea to a Reality (David)

The fact is, we want communities to organize and those most hurt by public policies to stand up and fight for the cause and assure that negative policies are changed. The reality is that this seldom happens. Revolutions are driven by small, dedicated individuals who can mobilize large constituencies and find effective ways to move decision-makers to change course. Along with all we have learned, we must understand where an advocate can have impact on the legislative process. How can we affect legislative action? To whom do we need to speak? How do we get bills on the floor of the legislative bodies and see them passed and signed in to law? This session will train us to be effective lobbyists on our issue.

There is no magic in the legislative process. It is often a slug match, slogging with glacial speed, attacks from all sides to ensure that the final bill accomplishes what each of the competitive stakeholder's demand. Knowing who the stakeholders are, where the leverage is, who is allied with whom, what bureaucratic expectations will be from bill passage to implementation, what or who will clog or even shutdown the process, and, of course, the roles that advocates and citizens can play. We will be guided through the ups and downs that experienced advocates have learned in getting legislation enacted.

Guest Speaker: David Farber

David Farber combines his experience in both litigation and public policy to solve client needs. Having been trained as a litigator, Mr. Farber maintains a strong complex multiparty litigation practice, including serving as first chair in health care litigation, False Claims Act cases, and other commercial disputes. Mr. Farber also maintains a strong government advocacy practice before both the Congress and federal agencies, and has drafted and had passed legislation, as well as influenced and changed Agency policies, principally in the health care and insurance fields.

Readings:

- [The Rules of Lobbying:](#)
- Kahn, Organizing: A Guide for Grassroots Leaders, NASW Press, 1991, chapter 17: Politics
- [Lobbyist Regulation](#) (state)
- Anthony J. Nownes, **Total Lobbying**, Cambridge Univ. Press, N.Y., 2006
- Avner, Marcia. Minnesota Council of Nonprofits. 2002. **The Lobbying and Advocacy Handbook for Nonprofit Organizations: Shaping Public Policy at the State and**

**Local Level.** Saint Paul, MN, Amherst Wilder Foundation, Chapter 4: Nonprofit Lobbying and the Law. 121-129; Appendix C: Legislative Guide. 147-154. Chapter 2: Get Set! Develop Your Lobbying Plan. 33 – 57. Chapter 3: Go! Implement Your Lobbying Plan. 85 – 119.

## Session 10 – April 10<sup>th</sup>

### Topics:

Status, Legislation and the Courts: How to have impact on the Legal System to effect change

Often the greatest advocates for right rights have been the courts that overturned laws or referenda that oppressed individuals or identity groups. In other cases, courts have ruled unconstitutional legislation passed in support of civil and human rights. While courts claim impartiality, no one really believes that. Courts are aware of public opinion. So advocacy campaigns also can be applied to impact judges (and even juries). We will look at the legal process itself and then cases that, from our standpoint, were affected by advocacy campaigns that changed the hearts and minds of judges.

### Questions to Consider:

1. How have the courts crafted principles that address status and where have the conflicts been?
2. What are the key court rulings that affect advocacy issues we see today?
3. What is happening in immigration law at this very moment – Federal, state and local?  
To prepare, please read recent articles about the status of travel ban executive orders, challenges by states, cities and individuals, court rulings, and advocacy action.

### Guest Professor: Julie Ehrlich

Prof. Ehrlich is the Assistant Dean for Strategic Initiatives and Chief of Staff as well as an Adjunct Professor of Clinical Law. Her specialty is reproductive rights

### Readings:

- [A Fluid Boundary: The Free Exercise Clause and the Legislative and Executive Branches](#)
- Court Debate Over US Travel Bans, Jurist, Sept 2017, (URL)
- Supreme Court 101: Primer for non-Lawyers, Heritage Foundation (URL)

### Case Study:

- The Battle over Immigration: Refugees, asylum, undocumented?

## Session 11 – April 17th

### Topics:

#### Our Campaign Legislative Agenda (Daniel)

We will continue our discussion about lobbying and building a legislative agenda and will develop materials for lobby visits for Make the Road New Jersey on the driver's license bill.

#### Guest Speaker: Rebecca Miller

Becca Miller is a second-year Wagner student specializing in Advocacy and Political Action and living in Brooklyn. She attended Brandeis University where she studied Social Justice & Policy, Sociology and Women and Gender Studies. After college, Becca worked in the Massachusetts State Legislature for four years as a Legislative Aide, Policy & Budget Director and eventually Chief of Staff. In her time in MA, she mostly focused on issues of mass incarceration and community justice – which was a personal passion. She was a founding member and the executive director of a legislative caucus whose mission is to organize legislators to address the root causes and symptoms of mass incarceration through comprehensive policy reform, consciousness raising and coalition building. Most recently, Becca served as the Chief of Staff for NYS Assembly member Brian Kavanagh. As Chief of Staff, she was responsible for executing a progressive legislative, political and community agenda.

### Readings:

- [“In the Fight to Save Health Care, the Heroes Ride on Wheelchairs—and Wear Pink.”](#) Jennifer Flynn, The Nation.
- [“How One Dying Man Changed The Debate About the Tax Bill.”](#) Daniel Marans. Huffington Post.
- [“Indivisible Guide.”](#) Indivisible.

### Deliverables Due:

- **3<sup>rd</sup> Reflection Sunday, April 21st**

## Session 12 – April 24th

### Topics:

#### Determining Success Before Success: Evaluation and Other Assessment Criteria (David)

A campaign is ultimately successful if its mission is achieved and change takes place. Yet there are many steps in this process, success may be delayed and evaluation is crucial to succeed. There is an additional skill to acquire, for constant self-evaluation (personal and institutional) demands are ubiquitous and come in a variety of ways – 360 degree personal/professional evaluations, group assessments, responses to funding proposals, donor and government driven evaluations, media scrutiny, or successful or failed elections. Our interest is to apply our

learning to the assessment and evaluation of an advocacy campaign. Evaluation is a crucial tool, allowing organizations and individuals to know where they are going and whether they are on track or, if not, to change course as needed.

#### Readings:

- **This Is An Uprising**: Chapter 5: Declare Victory and Run and Chapter 10: The Ecology of Change
- **The Community Toolbox**, Univ. of Kansas, 2010, Chapters 40-44: Maintaining Quality and Rewarding Accomplishments
- Resiman, et al., **A Guide to Measuring Advocacy and Policy**, (Annie E Casey Foundation, 2007)
- James McDavid, **Program Evaluation and Performance**, Sage Publications, Thousand Oaks, CA., 2006
- [Evidence of Change: Exploring Civic Engagement Evaluation, Building Movement Project](#),
- Greg Jobin-Leeds, **When We Fight, We Fight to Win**, (New Press, 2016), Epilogue

#### Task:

- Creating Evaluation Mechanisms for Make the Road Campaign

## Session 13 – May 1st

#### Topics:

Advocacy Campaign Practicum: Direct Action (Daniel

**Organizing a direct action.** In this session, we will reflect on readings to assess what makes direct action effective. And we will apply these lessons to finalizing the plan for our own campaign action and assessing the other campaign activities we have seen throughout the semester.

#### Readings:

- [“Protests Out of Nowhere?”](#): Five lessons from the organizers behind the #NoBanNoWall airport protests.” Emily Andrews. Huffington Post.
- [“4 rules for making a protest work, according to experts.”](#) Vox.
- [“Confrontational Activism: Is It Here To Stay?”](#) Vogue.

#### Assignment:

- Complete the Campaign Action (Group Work)

## Session 14 – May 8th

Topics:

Pulling it all together and Final Presentations – (Daniel and David)

Deliverables Due:

- Final Reflection Sunday, May 15<sup>th</sup>, 2019