



NYU

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

PADM-GP 2407 Advocacy Lab: How to Make Change Happen Spring 2020

“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

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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 the Center for Popular Democracy and its Freedom To Thrive campaign to advocate for a range of supportive measures and actions to help address, among a number of issues, the fractured and devastatingly destructive criminal justice system 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.

Every session will have both theoretical learning and applied engagement with the campaign for this year, the Center for Popular Democracy's Freedom to Thrive Campaign.

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. 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.

That is why we chose the [Center for Popular Democracy](#) as our partner whose mission is to create equity, opportunity and a dynamic democracy in partnership with high-impact base-building organizations, organizing alliances, and progressive unions. CPD strengthens our collective capacity to envision and win an innovative pro-worker, pro-immigrant, racial and economic justice agenda. CPD builds the power of communities to ensure the country embodies our vision of an inclusive, equitable society -- where people of color, immigrants, working families, women, and LGBTQ communities thrive together, supported by a resilient economy and political institutions that reflect our priorities. CPD's role is especially important at a time when our communities are being threatened and the institutions that sustain us are under attack.

The advocacy campaigns for our class will support the development and deepened expansion of their campaigns, from dismantling a criminal legal system that has led to exorbitant amounts of spending on policing and jails, a devastating school-to-prison pipeline with the highest level of incarceration of any country in the world while supporting democratic processes, electoral politics and community popular engagement in civic affairs. These campaigns endorse strongly the principles of united purpose, united voice and the united power of the people and communities impacted by disenfranchisement, racism, a criminal focused system in the hope to drive, amplify and sustain policy reform and transformation efforts. To help achieve that audacious vision, we will work under the guidance of CPD with a number of projects and communities where CPD has partners to help reshape public opinion, engage in policy

advocacy efforts on the federal, state and local levels by providing landscape environmental scans of the communities and offer research and supports.

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 grassroots 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 a number of The Center for Popular Democracy campaigns and teams will have the chance to present and to learn from one another.

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. 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 and racism, 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.

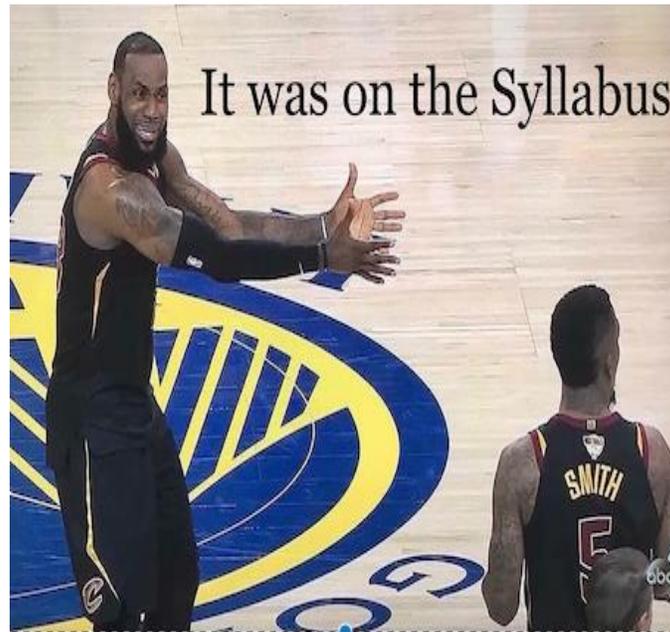
Course and Learning Objectives

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

1. Generate policy alternatives and differentiate among them, including assessing their feasibility and consequences
2. Identify strategies for advocacy in support of specific policy objectives.
3. Identify key stakeholders and interest groups, and conduct power analyses
4. Position one’s own public service interests within a larger public service landscape
5. Reflect on and modify one’s own ways of thinking and acting in the world
6. 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.
7. Consider how changes in civic engagement and voluntary associations impact community organizing and grassroots mobilization.
8. 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.
9. Address the unique leadership skills that make for a successful advocacy campaign.

10. 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.
11. 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.
12. Articulate a theoretical, conceptual and practical knowledge of the legislative, budgetary and bureaucratic policy making processes and structures and the democratic processes and role of compromise critical to effective governance.
13. Describe the key action points within the policy making processes in which professional lobbyists, legislators, advocates and their organizations can influence policy making.

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** – 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 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 and Project Assignments** – You will be responsible to deliver written products for the Freedom To Thrive campaign that will be assigned throughout the course and delivered to the team at the Center for Popular Democracy as a resource for their use in an aspect of the campaign. You will have the opportunity to work in a small group that will have

very specific assignments based on task and region of focus. In addition, you will have the chance to craft assignments individually in support of our advocacy efforts. Each assignment will be explained in class depending on what is happening in the campaign and in the larger environment (**Learning Objectives 1,4,8 and 9**).

Teamwork tasks to deliver for Freedom To Thrive, 25%

Funding Proposal LOI –is due October 29, 2019, 7.5%

Op-ed Assignment is due December 3, 2019, 7.5%

Oral presentation at the final session, 5%

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 – I 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. **1st Reflection – Sunday, September 29, 2019: 10%**

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

b. **2nd Reflection – Sunday, October 20, 2019: 10 %**

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 that incarcerates, spending more money on prisons that education (think Michelle Alexander). (**Learning objectives 6,5, 11 and 12**)

c. **3rd Reflection – Sunday, November 17, 2019: 10 %**

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**). Please check out the prompts before writing.

d. **Final Reflection/Memo – Sunday, December 15, 2019: 20 %**

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) 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](#)
- [writing resources](#)
- [skills workshops](#)
- [data services](#)

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 and critical to your successful delivery for CPD:

Freedom to Thrive Readings:

- [Vision for Black Lives](#) - Movement for Black Lives Policy Platform
- [Freedom to Thrive: Reimagining Safety and Security in Our Communities](#) - Center for Popular Democracy Report
- [Reclaim, Reimagine, and Reinvest](#) - Justice LA Coalition
- [The \\$746 Million School-to-Prison Pipeline](#) - Center for Popular Democracy Report, 2
- [From Failure to Freedom: Dismantling Milwaukee's School-to-Prison Pipeline with the Youth Power Agenda](#) - Center for Popular Democracy Report.
- [Black Students in Milwaukee are Demanding Changes to Racist Discipline in Public Schools](#), The Intercept, April 11, 2018.
- [Bullies in Blue: The Origins and consequences of School Policing](#). ACLU Report, 2017.

Course Sessions

Session 1 – January 29, 2020

Topics:

Mission and Vision: A Theory of Change and Organizational Mission and Meet CPD

We will spend the session learning about the Center for Popular Democracy and receive our marching orders for the semester, form the team that will be given tasks and responsible for delivering what is needed to build the campaigns nationally and/or in the different cities.

We will also 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 learn about the Theory of Change that CPD has developed effectively over the past years.

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](http://canvasopedia.org/wp-content/uploads/2015/08/CANVAS-Core-Curriculum_EN.pdf) (2007), chapter. 1 The First Step: A Vision of Tomorrow, http://canvasopedia.org/wp-content/uploads/2015/08/CANVAS-Core-Curriculum_EN.pdf
- Peter Ackerman, [Strategic NonViolence is Not Civil Resistance](https://www.nonviolent-conflict.org/blog_post/strategic-nonviolence-not-civil-resistance/), Sept. 2017, https://www.nonviolent-conflict.org/blog_post/strategic-nonviolence-not-civil-resistance/
- Greg Jobin-Leeds, **When We Fight, We Fight to Win**, (New Press, 2016) chapter 4.

Session 2 – February 5, 2020

Topics:

Power and the Advocate as an Agent of Change

We will use the experience gained in learning about CPD’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?

We will then apply it to better understand the stakeholders who impact the criminal justice system in America.

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, http://canvasopedia.org/wp-content/uploads/2015/08/CANVAS-Core-Curriculum_EN.pdf
- Jobin-Leeds and Agitarte, **When We Fight We Win**, Chapter 4

Session 3 – February 12, 2020

Topics:

Our CPD campaigns: Dissecting the core issues while mapping out the Organizational Mission
This session will offer a quick review of the history and roots of American democracy (and its threats) as well as areas of structural racism, especially the criminal pipeline system related to education, including background data linking inadequate schools, housing and jobs to incarceration? How can communities, especially those elements most marginalized, effectively build power to protect their communities, win respect and dignity and transform the power balance?

In doing this, we will review the specific tasks and allow the teams to work with Professor Elcott to ensure that the team has a plan of action, a division of tasks and clear deliverables.

Readings:

(a bibliographic selection -- read the ones that most interest you BUT BE PREPARED TO DISCUSS AT LEAST SOME OF THE READINGS FOR THE CLASS)

- *Crenshaw, et al., **Critical Race Theory**, NY: New Press, 1995, Introduction
- *Alexander, Michelle - The New Jim Crow, Intro and Ch4
- *Forman Jr, James - Racial Critiques of Mass Incarceration, Beyond the New Jim Crow
- *Sentencing Project: To Build a Better Criminal Justice System
- Koch Brothers and Liberal Groups Unite on Criminal Justice Reforms <https://www.cbsnews.com/news/koch-brothers-conservative-liberal-groups-unite-on-criminal-justice-reform/>
- [*Rose, Heather and Martin, Glenn - Locking Down Civil Rights](#)

- [*Lani Guinier The Meritocracy Myth](#)
- [Pew Forum, Discrimination in the Workplace on the Rise](#)
- *Derrick A. Bell, *Brown vs. the Board of Education and the Interest Convergence Dilemma*, *Critical Race Theory*, pgs 20-29
- National Academy of Education [Race-Conscious Policies for Assigning Students to Schools: Social Science Research and the Supreme Court cases](#)
- [More Evidence on Social-Psychological Processes that Perpetuate Minority Segregation: The ... ERIC: Education Resources Information Center](#), by JH Braddock
- [Christopher Jencks, Secrets of the SAT, interview on PBS Frontline](#), (you can check out the other interviews as well)
- Braddock, et al, *More Evidence on Social-Psychological Processes that Perpetuate Minority Segregation*
- • Common Justice: “Accounting for Violence: How to Increase Safety and Break Our Failed Reliance on Mass Incarceration” (2018)
- • Alliance for Safety & Justice, “National Survey of Victims’ Views” (2016)

BOOKS we could pull chapter excerpts from:

- David Roodman, “The impact of incarceration on crime,” (2017)
- • Alex Vitale, *The End of Policing*, Verso Books (2017)
- • Paul Butler, *Chokehold*, The New Press (2017)
- • James Forman, Jr., *Locking Up Our Own: Crime and Punishment in Black America*, Farrar, Straus and Giroux (2017)
- • Marie Gottschalk, *Caught: The Prison State and the Lockdown of American Politics*, Princeton Press (2016)
- • Naomi Murakawa, *The First Civil Right: How Liberals Built Prison America*, Oxford University Press (2014)
- • Andrea Ritchie, *Invisible No More: Police Violence Against Black Women and Women of Color*, Beacon Press (2017)
- • Heather Schoenfeld, *Building the Prison State: Race and the Politics of Mass Incarceration*, University of Chicago Press (2018)

Commentary (available online)

- Amna Akbar, “Toward a Radical Imagination of Law” (July 25, 2018), 93 N.Y.U. L. Rev. 405
- Albert W. Dzur, “Participatory Democracy and Criminal Justice”6 *Crim. L. & Phil.* 115 (2012)
- Mimi Kim, “From carceral feminism to transformative justice: Women-of-color feminism and alternatives to

incarceration,” *Journal of Ethnic & Cultural Diversity in Social Work*, Vol 27 (2018)

- Victoria Law, “Against Carceral Feminism,” *Jacobin* (2016)

- Allegra M. McLeod, “Prison Abolition and Grounded Justice,” 62 UCLA Law Review 1156 (2015)
- Michelle S. Phelps, “Possibilities and Contestation In Twenty-First-Century U.S. Criminal Justice Downsizing,” 12 Ann. Rev. L. & Soc. Sci. 153 (2016)
- Nicole Porter, “Unfinished Project Of Civil Rights In The Era Of Mass Incarceration And The Movement For Black Lives”, 6 Wake Forest J.L. & Pol’y 1 (2016)

Session 4 – February 19, 2020

Topics:

Creating the Advocacy Constituency: Engaging those most affected; partner or ally?

The debate over the role of those not most affected by the policies, prejudices and history of oppression in an advocacy campaign is an issue of great debate. What is my role in the campaign if I am not directly affected – in our case, I have never been incarcerated, I am a privileged graduate student, I am not the subject of micro-aggressions? This brings us to the larger issues of social identity, intersectionality, identity threats and marginalized positions – and how do we engage others in our work (and in our lives)? There are no easy answers

Readings:

- [RCLA, From Constituents to Stakeholders: Community-Based Approaches to building Organizational Ownership and Providing Opportunities to Lead](#)
- [RCLA Transforming Lives, Changing Communities: How Social Justice Organizations Build and Use Power](#)
- Mizock and Page: [Evaluating the Ally Role](#)
- Angeliki-Fanouria Giannaki, [The Role of ‘Privileged’ Allies in the Struggle for Social Justice](#)
- Thinking About Marginalization (a working paper)
- [Twitter and Tear Gas](#)
- Malcolm Gladwell, [Small Change, Why The Revolution Will Not Be Tweeted](#), gladwell
- Zeynep Tufekci, [Twitter and Tear Gas](#), (Yale Univ. Press 2017), chapter 1 **A Networked Public and Epilogue: The Uncertain Climb**

Deliverables Due

- **1st Reflection Sunday, February 23, 2020**

Session 5 – February 26, 2020

Topics:

Terms of Engagement and Can a Revolution Be Tweeted?

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.

This will allow us to focus on how to work on a campaign when we are not physically present (the difference between community organizing and our role in empowering and strengthening those actually in the field).

Speaker : Prof. **Amanda Alampi**

Amanda is a social media strategist specializing in social media for social good. Her past clients include Malala Fund, Homeboy Industries, Malaria No More, JP Morgan Chase, Microsoft, Alicia Keys' Keep a Child Alive and Mariska Hargitay. She currently works for Amnesty International USA as their social media manager where she oversees social media, creative and brand for the U.S. membership. She also teaches social media and cause marketing at Fordham University. She has a BA and MPA, both from New York University.

Readings:

- 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.

Session 6 – March 4, 2020

Topics:

The Political Environment: How to Engage Political Leaders and Get Them Onboard

We know well that politicians have many demands – from constituents of course, but also from their local, state and national political party, from civic leaders and a wide range of pressure groups (formal and informal) and are deeply affected by media reports and social media. While it is easy to avoid addressing issues in, for example, meetings with constituents, it is harder to do so when the demand is to vote. As we learned in the session about lobbyists, getting legislation on the floor is always complicated, but once it happens, legislators have to take a

stand. We will learn about the internal processes within a legislative office and then consider ways we could influence the policy decision makers in each of our communities.

Speaker: Rebecca Miller

Becca Miller is now at CWA (Communication Workers of America Union) as the Deputy Legislative and Political Director and is a Wagner graduate who specialized 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.”](https://www.thenation.com/article/in-the-fight-to-save-healthcare-the-heroes-ride-on-wheelchairs-and-wear-pink/) Jennifer Flynn, The Nation. <https://www.thenation.com/article/in-the-fight-to-save-healthcare-the-heroes-ride-on-wheelchairs-and-wear-pink/>
- [“How One Dying Man Changed The Debate About the Tax Bill.”](#) Daniel Marans. Huffington Post.
- [“Indivisible Guide.”](#) Indivisible.

Session 7- March 10, 2020

Topics:

Advocacy Needs Funding: An Introduction to Nonprofit Grant Writing

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.

Readings:

- 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](http://www.groundswell-mvmt.org/) <http://www.groundswell-mvmt.org/>

Case Studies

- How to write a foundation grant LOI and proposal to a foundation in your community

Deliverables Due: Developed LOI (see prompt) March 14th, 2020

Reports to your CPD mentor on what each team has accomplished on their initial tasks are due March 22, 2020 to be presented in class on March 25, 2020

THERE WILL BE A DOUBLE SESSION ON MARCH 25 FROM 4:55-7:30 in the Puck Building

Session 8 – March 25, 2020 4:55-6pm

Topics: Incarceration, Recidivism and Reentry

We will review the work we have been doing and focus again on the issues of criminal justice reform – reporting back what has been accomplished in the communities in which we are working and what is happening on the state and national level. We will look at very specific remedies such as bail reform, in-prison training and educational degree programs such as [Hudson Link](#), restorative justice, prison alternatives such as [The Delancey Street Foundation](#), [Bail Reform programs](#), and building [advocacy leadership](#) among those who have been incarcerated.

Guest Speaker: Richard Villar and Jose Diaz

Rich Villar is a poet, essayist, curator, and community educator originally from Paterson, New Jersey. Moving within the fields of healing, peer navigation, and social services, Rich is a cultural worker in the Nuyorican tradition, following a path set forth by activist educators from Pura Belpre to Luis Garden Acosta, carrying forward a belief in storytelling as a tool of liberation. He has been quoted on Latinx literature and culture by HBO and The New York Times, and his work is most recently anthologized in *What Saves Us: Poems of Empathy and Outrage in the Age of Trump* (Northwestern University Press, 2019). His debut collection, *Comprehending Forever* (2014), was an Editor's Choice selection from Willow Books/Aquarius Press. Rich earned his BA in political science from Montclair State University, and he looks forward to connecting PEP students (and their families) to the resources needed to sustain their lives after incarceration.

Jose Díaz is a Master's student majoring in Social and Cultural Analysis with an emphasis on Latino Studies at NYU. As a student and advocate, he seeks to unravel colonial narratives that underlie our common notions of race, class, and gender, and how those ideas inform public space and human interaction. He is also a writer and public speaker, where he uses the power of storytelling to highlight his personal struggles with incarceration while challenging theoretical postulations about the carceral system. He advocates and educates on the importance of inclusivity within prison initiative programs and education as well as pushing back against the language, privilege, and ideas that perpetuates the reproduction of negative notions of people of color

Readings:

- Robin Steinberg, [What If We Ended the Injustice of Bail](#) (we will view in class)
- Adam Cohen, [NYTimes, 2004 A Community of Ex-Cons](#)
- [Hudson Link](#) <http://www.hudsonlink.org/hudson-link-in-the-news/filmvideo/>

Session 9 – March 25, 2020 6pm-7:30

REPORT TO CPD

Deliverables Due: 2nd Reflection March 29, 2020

Session 10 – April 1, 2020

Topics:

What Lobbying Really Is All About

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:](http://www.senate.gov/reference/reference_index_subjects/Lobbying_vrd.htm)
http://www.senate.gov/reference/reference_index_subjects/Lobbying_vrd.htm
- Kahn, Organizing: A Guide for Grassroots Leaders, NASW Press, 1991, chapter 17: Politics
- [Lobbyist Regulation](http://www.ncsl.org/research/ethics/lobbyist-regulation.aspx) (state) <http://www.ncsl.org/research/ethics/lobbyist-regulation.aspx>
- 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.
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Session 11 – April 15, 2020

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

Julie B. Ehrlich joined the Mellon Foundation in 2019 as program advisor and chief of staff. She serves as a counselor and key resource to the president on internal matters, providing a link in the integration and communication among the president, and Foundation grantees, officers,

leadership groups, and staff. She also partners with the president to identify and support strategic opportunities for grantmaking in the Office of the President.

Previously, Ms. Ehrlich was assistant dean for strategic initiatives and chief of staff, executive director of the Birnbaum Women's Leadership Network, and adjunct professor of clinical law and co-instructor of the Reproductive Justice Clinic, at NYU School of Law. She was responsible for the Law School's strategic planning and its implementation; for leading inter-departmental and high-level projects; for advising the dean on a range of issues; and for ensuring collaboration among the Law School's administrative departments.

Prior to joining NYU Law in 2014, Ms. Ehrlich litigated First Amendment cases at Levine Sullivan Koch & Schulz, LLP (now Ballard Spahr), and handled a range of civil rights matters at Cuti Hecker Wang LLP, where her cases concerned sex discrimination, harassment, and other unequal treatment in employment, legislative redistricting, prison conditions, the rights of the exonerated, and police misconduct, among other issues. She began her legal career as a staff attorney/fellow in the ACLU Women's Rights Project, and then clerked for Judge Nina Gershon in the Eastern District of New York and Judge Robert D. Sack on the US Court of Appeals for the Second Circuit.

Readings:

- [A Fluid Boundary: The Free Exercise Clause and the Legislative and Executive Branches](http://www.pewforum.org/2008/10/23/a-fluid-boundary-the-free-exercise-clause-and-the-legislative-and-executive-branches/) <http://www.pewforum.org/2008/10/23/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:

- How does the 14th amendment apply to criminal justice (and immigration issues)?

Deliverables Due:

- **3rd Reflection Sunday, April 19th, 2020**

Session 12 – April 22, 2020

Topics: The entry of class as a marginalizing identity

CPD has a strong focus on race with the clarity that if America could address the systemic and structural issues of race from before the Republic was founded until today, other issues could also be addressed. In the present political environment, battles over the meaning of identity and what identities count have created a whiplash of conflict. We will look at the issues with a focus on how the white ethnics and poor are seen and behave and investigate the ways that class enters (or should not enter) the conversation along with the marginalized identities that we have addressed.

Readings:

- Hochschild, Arlie, **Strangers in Their Own Land (excerpt)**
- J.D. Vance, **Hillbilly Elegy** (excerpt)
- Nancy Isenberg, **White Trash: The 400-Year Untold History of Class in America** (excerpt)
- Harper Lee, **To Kill A Mockingbird** (excerpt)

Case Study: What do we do with class conflict as it affects other areas of our concern in America today?

Deliverables Due: Op-Ed between 600-650 words. Tuesday, April 28, 2020 to present in class on April 29, 2020

Session 13 - April 29 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](http://buildingmovement.org/pdf/EvidenceofChange_BMP.pdf), http://buildingmovement.org/pdf/EvidenceofChange_BMP.pdf
- Greg Jobin-Leeds, **When We Fight, We Fight to Win**, (New Press, 2016), Epilogue

Task:

- Creating Evaluation Mechanisms

Assignment:

- **Complete the Deliverable Portfolio to the Center for Popular Democracy (Team Work)**

Session 14 – May 6, 2020

Topics:

Pulling it all together and Final Presentations

There will be three elements to this session. The first will be each student presenting a two-minute advocacy rap to a specific forum based on the focus of your semester issue (each student will be assigned their audience in advance). The second will be final presentations to the class that describe the work you have done, the frustrations as well as sense of success, and future pathways. The third will be a conversation about the campaigns, the roles each team played and a sense of what impact you imagine you have had on criminal justice reform linked to promoting the freedom for those most marginalized to thrive.

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. survivors

Deliverables Due:

- Final Reflection due Wednesday, May 13, 2020