

# Advocacy Lab: How to Make Change Happen

## PADM-GP 2407

## SPRING 2021

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

* Professor David M. Elcott
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* Mobile: 914-391-7503 (David)
* Office Hours: by appointment

Location: Virtual

## 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 to advocate for a range of supportive measures and actions to help address, among a number of issues, the fractured and devastatingly destructive criminal pipeline system, unequal education, threats to democracy and civic engagement as the advocacy campaigns 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. This has been and will continue to be a tumultuous year; citizen participation is in some ways at an all-time high, from voting and peaceful rallies to riots and insurrection, all in the midst of a global pandemic. This will be a very rocky ride.

Every session will have both theoretical learning and applied engagement for teams with the campaigns for this year grounded in the work of the Center for Popular Democracy.

### 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 a classroom 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, 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](https://populardemocracy.org/) 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).

### **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 preparationfor 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 your 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**.**

| Midterm (due March 16, 2021) | 20% |
| --- | --- |
| Funding Proposal LOI (due March 30th, 2021) | 10% |
| Op-ed Assignment (due April 18th, 2021) | 10% |
| Oral presentation | 5% |
| Teamwork final CPD project campaign (May 2, 2021) | 30% |
| Final Letter or Exam (due May 12th, 2021) | 25% |

* + 1. Midterm – March 23rd, 2021 **20%**

You will be given a take home midterm that will be due on March 16th, 2021. It will give you six questions for which you will reflect on three of the questions. Each question should take no more than one and one half single-spaced pages to answer. Because you have the opportunity to use your sources, it will demand serious reflection on the readings (see prompt).

* + 1. Final Summary or Exam as a letter to the next class – May 12th, 2021 **25 %**

**Note on the Final Memo:** You have a choice of an exam or a Final Memo. If you choose the latter, we are asking you to 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 4 single-spaced pages to the next student who will continue the advocacy work you have been doing.

* + 1. Please submit all written assignments electronically and in some **WORD** form (**not PDF**). 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.
    2. I am asking that you are visually Zoomed in unless you absolutely need to go dark – it is hard feeling connected virtually, yet can also be intimate if we see each other. 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](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 Students with Disabilities at NYU

Academic accommodations are available for students with disabilities.  Please visit the [Moses Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) 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](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. 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](https://wagner.nyu.edu/portal/students/academics/advisement/quantitative) resources (https://wagner.nyu.edu/portal/students/academics/advisement/quantitative)
* [writing](https://wagner.nyu.edu/portal/students/academics/advisement/writing-center) 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) (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 and critical to your successful delivery for CPD:

**CPD Readings:**

* [Vision for Black Lives](https://policy.m4bl.org/) - Movement for Black Lives Policy Platform
* [Freedom to Thrive: Reimagining Safety and Security in Our Communities](https://populardemocracy.org/news/publications/freedom-thrive-reimagining-safety-security-our-communities) - Center for Popular Democracy Report
* [Reclaim, Reimagine, and Reinvest](http://justicelanow.org/publications/reclaim-reimagine-and-reinvest/) - Justice LA Coalition
* [The $746 Million School-to-Prison Pipeline](https://populardemocracy.org/sites/default/files/STPP_layout_web_final.pdf) - Center for Popular Democracy Report, 2
* [From Failure to Freedom:](https://populardemocracy.org/news/publications/failure-freedom-dismantling-milwaukees-school-prison-pipeline-youth-power-agenda) 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](https://theintercept.com/2018/04/11/school-to-prison-pipeline-milwaukee/), The Intercept, April 11, 2018.
* [Bullies in Blue:](https://www.aclu.org/sites/default/files/field_document/aclu_bullies_in_blue_4_11_17_final.pdf) The Origins and consequences of School Policing. ACLU Report, 2017.

## Course Sessions

### Session 1 – February 3, 2021

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

We will refresh or acquire the basic vocabulary that is critical to issue advocacy 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 cover 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.. 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 10, 2021

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

Speaker: Kate Terenzi

Kate is the Senior Campaign and Policy Strategist on the Education Justice Campaigns team. She focuses on CPD’s work to dismantle the school-to-prison pipeline. Kate partners with Black and brown youth led groups in our affiliate network across the country to end policing in schools and invest in safe, supportive, and inclusive public schools.

Previously, Kate worked at New York Lawyers for the Public Interest (NYLPI) as a Taconic Policy Fellow in the Disability, Environmental, and Health Justice teams. During her years with NYLPI, in coalition with community organizations, she successfully led campaigns to increase the rights of millions of New Yorkers, including women of color with disabilities, immigrants, students, and low income communities. Most recently, in law school, Kate worked with the Civil Rights and Restorative Justice Project, Urban Justice Center, Advancement Project, and NYC Mayor’s Office of Immigrant Affairs. She also served on the Board of Directors for Community Change, Inc. Kate holds a J.D. from Northeastern University School of Law and BA from Boston College.

Readings (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. & Poly 1 (2016)

**To do over the next 2 weeks (before the 24th):** Understanding the information available on the impact of the criminal legal system, especially policing, in your core geography. Please research and write up a summary of data available on policing in your geography, especially along the lines of race. Have people released relevant reports on this? Who is getting arrested, are there trends in what the arrests are for? What information/data do we have on the incarcerated population in your geography?

### Session 3 – February 17, 2021

**Topics: Our CPD campaigns: Dissecting the core issues while hearing the CPD story**

In this session, we will meet the founder and co-CEO of CPD.  In the context of his personal journey and experience building advocacy efforts, he 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?

**Speaker** :Andrew Friedman

Andrew, co-executive director, came to CPD after 15 years building Make the Road New York into the leading democratically-run, immigrant-led community organization in New York State. Since co-founding Make the Road in 1997, Andrew helped grow the organization from a small, volunteer-run effort to an $8 million organization with over 11,000 members, 100 staff, and four community-based centers in New York City and Long Island. Andrew helped oversee all aspects of Make the Road’s work, including the organizing, legal services, adult literacy, workforce development, operations and finance departments.

Andrew has worked with the Latino Workers’ Center, the Neighborhood Defender Service of Harlem, the Center for Urban Community Services, the Government Benefits Unit at Brooklyn Legal Services Corporation A, and MFY Legal Services Mental Health Law Project. Andrew has been awarded the Union Square Award of the Fund for the City of New York, the Cornerstone Award of the Jewish Funds for Justice, and the Community Health Leaders Award of the Robert Wood Johnson Foundation for his work at MRNY. Andrew was a Skadden Public Interest Fellow, a Senior Fellow at the Drum Major Institute for Public Policy and a Wasserstein Fellow at Harvard Law School. He has worked as an adjunct professor in New York University School of Law’s Clinical Program, NYU’s Wagner School for Public Service and the New School for Social Research, and serves on the Board of Directors of Make the Road New York, and the Make the Road Action Fund. Andrew is a magna cum laude graduate of Columbia College and a cum laude graduate of the New York University School of Law.

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](http://www.jstor.org.proxy.library.nyu.edu/stable/pdf/25594996.pdf)
* \*Lani Guinier [The Meritocracy Myth](http://www.dollarsandsense.org/archives/2006/0106guinier.html),
* Pew Forum, [Discrimination in the Workplace on the Rise](http://pewforum.org/news/display.php?NewsID=17425),
* \*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](http://www.naeducation.org/Meredith_Report.pdf)
* [More Evidence on Social-Psychological Processes that Perpetuate *Minority Segregation*:](http://eric.ed.gov/ERICWebPortal/recordDetail?accno=ED233098) The ... ERIC: *Education* Resources Information Center,by JH Braddock
* Christopher Jencks, [Secrets of the SAT, interview on PBS Frontline](http://www.pbs.org/wgbh/pages/frontline/shows/sats/interviews/jencks.html), (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)

**CPD To do over the next 2 weeks (before the 24th): Understanding the information available on the impact of the criminal legal system, especially policing, in your core geography. Please research and write up a summary of data available on policing in your geography, especially along the lines of race. Have people released relevant reports on this? Who is getting arrested, are there trends in what the arrests are for? What information/data do we have on the incarcerated population in your geography?**

**To do through the next two weeks for CPD project:** Continue research on the data regarding policing and incarceration in your geography - due next week.

### Session 4 – February 24, 2021

**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 Meting: 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](http://canvasopedia.org/wp-content/uploads/2015/08/CANVAS-Core-Curriculum_EN.pdf) (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

**To do for CPD Project: Landscape & Power mapping:**

* **Provide an overview of whether there are current proposals in the geography you are focusing on about defunding police, or limiting the scale, budget, and power of police. If so, who is championing those proposals?**
* **Begin to power map the most significant proposals: Who are the political players who will need to be engaged on this issue? In particular, what is the mayor’s, city council leadership, and any agency leadership (i.e. police chief, etc) position on this, if they’ve taken one? And what are the legislative committees most relevant to this issue (likely public safety, budget) and who are the members of those committees?**

Session 5 – March 3, 2021

**To do for CPD Project: Landscape & Power mapping:**

* Provide an overview of whether there are current proposals in the geography you are focusing on about defunding police, or limiting the scale, budget, and power of police. If so, who is championing those proposals?
* Begin to power map the most significant proposals: Who are the political players who will need to be engaged on this issue? In particular, what is the mayor’s, city council leadership, and any agency leadership (i.e. police chief, etc) position on this, if they’ve taken one? And what are the legislative committees most relevant to this issue (likely public safety, budget) and who are the members of those committees?

**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, perhaps I have never been incarcerated, perhaps I am a privileged graduate student and 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](https://newclasses.nyu.edu/access/content/group/2175b573-9e24-4678-a16d-61f9ad42922a/Documents/Session%2013%3A%20Building%20Community/RCLA%2C%20From%20Constituents%20to%20Stakeholders%3A%20Community-Based%20Approaches%20to%20building%20Organizational%20Ownership%20and%20Providing%20Opportunities%20to%20Lead.txt)
* [RCLA Transforming Lives, Changing Communities: How Social Justice Organizations Build and Use Power](https://newclasses.nyu.edu/access/content/group/2175b573-9e24-4678-a16d-61f9ad42922a/Documents/Session%2013%3A%20Building%20Community/RCLA%20Transforming%20Lives%2C%20Changing%20Communities%3A%20How%20Social%20Justice%20Organizations%20Build%20and%20Use%20Power.txt)
* Mizock and Page: [Evaluating the Ally Role](https://www.brandeis.edu/teaching/Evaluating%20Ally%20Role.pdf)
* Angeliki-Fanouria Giannaki, [The Role of ‘Privileged’ Allies in the Struggle for Social Justice](https://www.humanityinaction.org/knowledgebase/724-the-role-of-privileged-allies-in-the-struggle-for-social-justice),
* Thinking About Marginalization (a working paper)
* [Twitter and Tear Gas](https://www.twitterandteargas.org/downloads/twitter-and-tear-gas-by-zeynep-tufekci.pdf)
* Malcolm Gladwell, [Small Change, Why The Revoltion Will Not Be Tweeted,](https://www.newyorker.com/magazine/2010/10/04/small-change-malcolm-gladwell)
* Zeynep Tufekci, Twitter and Tear Gas, (Yale Univ. Press 2017), chapter 1 **A Networked Public and Epilogue: The Uncertain Climb**

**To Do for CPD Project:  Continue work on Landscape and Power Map - due next week.**

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### Session 6 – March 10, 2021

**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).

Readings:

* David Karpf, The Move On Effect, (Oxford Studies in Digital Politics 2012), Chapter 4
* [Black Code:](https://www.youtube.com/watch?v=Gv6bU-kOR14) 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.
* [The New Censorship (Wall Street Journal)](about:blank)
* [MIT Technology Review](https://www.technologyreview.com/2021/01/09/1015977/who-decides-free-speech-online/)

Discussion:  Free Speech and Advocacy for Unpopular Causes

### Session 7 – March 17, 2021

**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.  We can learn all about lobbyists and campaigns, but getting legislation on the floor is always complicated. 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: Jessica González-Rojas

Jessica is a member of the New York State Assembly, representing District 34. She assumed office on January 6, 2021. Formerly, Jessica was the executive director of the National Latina Institute for Reproductive Health, an organization that advocates for access to affordable health and reproductive care for Latino and immigrant communities, and an adjunct professor teaching women’s reproductive health at Wagner and of Latino and Latin American Studies at the City University of New York's City. Jessica is a proud Wagner graduate.

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.”](https://www.huffingtonpost.com/entry/ady-barkan-progressive-activist-fed-up-gop-tax-bill_us_5a42a7dde4b025f99e187b5b?ncid=engmodushpmg00000004)  Daniel Marans. Huffington Post.
* [“Indivisible Guide.” *Indivisible*](https://indivisible.org/guide).

Discussion: Your chance to ask all the questions of how a legislator makes decisions

**CPD work to do: Understanding the Local Organizing & Intervention Points for those Most Impacted**

* **Are there other organizations working on this issue? If so, who and what are they focused on?**
* **The budget is a core means of intervention for a lot of our work. Please share an overview of the local budget process in your jurisdiction and identify when the most important moments are for public comment (usually there are hearings throughout the process).**

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### Session 8: March 24, 2021

**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 practice writing an LOI for their CPD organization.

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 support your advocacy effort

**LOI DUE MARCH 30TH**

**No CPD work while creating the LOI.**

### Session 9 – March 31, 2021

**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](http://www.hudsonlink.org/), restorative justice, prison alternatives such as [The Delancey Street Foundation](http://www.delanceystreetfoundation.org/), [Bail Reform programs](https://www.ted.com/talks/robin_steinberg_what_if_we_ended_the_injustice_of_bail?language=en), and building [advocacy leadership](about:blank) among those who have been incarcerated.

Guest Speaker: Kaitlin Noss, Richard Villar and Jose Diaz

**Kaitlin Noss** is an educator and prison abolition activist. She is currently completing her PhD in American Studies at NYU. Her dissertation project maps the development of US agricultural imperialism during the mid-twentieth century, with a focus on race, capital, and land management between the US South and East Africa. She joins PEP after 13 years working at Prescott College, where she taught and helped to establish the Maasai Community Partnership Program for indigenous land rights and the Social Justice and Community Organizing Master’s Program. The latter trains students in critical theory and history, while coordinating their work for real-time grassroots campaigns through partnership with movement organizations in Arizona.

**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](https://www.ted.com/talks/robin_steinberg_what_if_we_ended_the_injustice_of_bail/discussion)
* Adam Cohen, [NYTimes, 2004 A Community of Ex-Cons](https://www.nytimes.com/2004/01/02/opinion/editorial-observer-community-ex-cons-shows-bring-prisoners-back-into-society.html)
* [Hudson Link](http://www.hudsonlink.org/hudson-link-in-the-news/filmvideo/)

**CPD: Pulling it together (Draft 1) Given what you have seen of all of the proposals, data, players and what you hear from the elected official, we’d like some proposals on what policies to focus on in this geography. Please develop one policy proposal around which we can build a campaign. This proposal should be bold, values aligned, and strategic for the affiliate. Please then write a short “path to victory” - how do we do the thing you are proposing (legislation, budget, other?), what’s the timeline for that (e.g. budget calendar or legislative, other); who can we get on board (key allies), and big threats (are there opposition forces). Please also acknowledge core constituencies that need to be moved, anticipated challenges, and how you suggest we can make progress towards our goals.**

**CPD Task: Pulling it together (Draft 1)** Given what you have seen of all of the proposals, data, players and what you hear from the elected official, we’d like some proposals on what policies to focus on in this geography. Please develop one policy proposal around which we can build a campaign. This proposal should be bold, values aligned, and strategic for the affiliate. Please then write a short “path to victory” - how do we do the thing you are proposing (legislation, budget, other?), what’s the timeline for that (e.g. budget calendar or legislative, other); who can we get on board (key allies), and big threats (are there opposition forces). Please also acknowledge core constituencies that need to be moved, anticipated challenges, and how you suggest we can make progress towards our goals.

### Session 10 – April 7, 2021

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.

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: Cases on how the 14th amendment applies to the criminal justice, discrimination and the 1st amendment issues we are addressing?

**Pulling it together (Draft 1) - Due on the 14th.**

**Feedback: Pulling it together (Draft 1) -** Due on the 14th.

### Session 11 – April 14, 2021

**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.

### Session 12 – April 21, 2021

**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)
* [Kimberly Jones on African Americans and Wealth](https://www.youtube.com/watch?v=llci8MVh8J4)
* [Reich, Michael, Racial Inequality: A Political-Economic Analysis](https://princetonup-degruyter-com.proxy.library.nyu.edu/view/title/529751): Introduction (You can download through the NYU library)
* Scaminaci, James III, [Identity Politics, Survey Data, and the Missing Dimension of Class](about:blank)

**Work for CPD: Draft a suggested action toolkit with (1) a draft lobbying agenda with core talking points about your proposal and (2) sample social media posts about the data and need for the change proposed.**

**Work for CPD:** Draft a suggested action toolkit with (1) a draft lobbying agenda with core talking points about your proposal and (2) sample social media posts about the data and need for the change proposed.

### Session 13 April 28th, 2021

**Topics: Determining Success Before Success: Evaluation and Other Assessment Criteria**

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

Class Activity: Each student will present 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).  We will divide into two groups to give everyone a chance to present.

**CPD Final Assignment: Complete the Deliverable Portfolio to the Center for Popular Democracy (Team Work)**

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

### Session 14 – May 5, 2021

**Topics: Pulling it all together and Final Presentations**

There will be two elements to this session.  The first 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 second 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](https://www.huffingtonpost.com/entry/protests-out-of-nowhere-five-lessons-from-the-organizers_us_58a763e0e4b0fa149f9ac5af)?’: Five lessons from the organizers behind the #NoBanNoWall airport protests.” Emily Andrews. Huffington Post.
* “[4 rules for making a protest work, according to experts](https://www.vox.com/policy-and-politics/2017/1/31/14430584/protest-trump-strategies-experts).” Vox.
* “[Confrontational Activism](https://www.vogue.com/article/confrontational-activism-believe-): Is It Here To Stay?” *Vogue.* https://www.vogue.com/article/confrontational-activism-believe-survivors

Deliverables Due:

* Final Exam or Final Letter to the next class or Exam due Wednesday, May 12th, 2021
* Final Exam or Final Letter to the next class or Exam due Wednesday, May 12th, 2021