



**NYU**

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

# Advocacy Lab: How to Make Change Happen Fall 2021

## Instructor Information

- Professors Ana Maria Archila and Daniel Altschuler
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- Office Hours: neither of us has an office at Wagner, so please contact us via email if you would like to speak with one of us.

## 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 organizing, and will work with those in the field to apply our learning. We will team with Make the Road New York, an immigrant-led people's organization, to advocate for a range of supportive measures and actions related to federal immigration policy this year.

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

### Long Description:

Advocacy Lab is for those who could imagine social change that results from deliberate efforts by

peopleworking together to envision, advance and win policies that transform their lives. In this class, we will delve into some of the theories, strategies and tactics to build power rooted in communities, and to win campaigns that secure meaningful material improvements in people's lives. As a part of this class, students will have an opportunity to partner with a social movement organization that makes change happen.

This class is for anyone who wants to understand the art of issue advocacy and organizing as a method of social change. A 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 campaigners can play, from research and policy analysis, from education, public relations and organizing constituencies to reaching out to a wide range of legislators and other government officials. At the same time, the skills of public advocacy and organizing – listening, finding areas of consensus and building on that consensus, finding ways to make change happen – are skills that can be applied to all professional and life settings.

Theory is not enough for this course. The goal of Advocacy Lab is also to gain experience in how to make change happen. That is why we chose Make the Road New York, which is a leader in New York and nationally in efforts to expand and protect the rights of immigrants. 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. 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.

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 built and exercised to achieve one's goals. This includes exploring the strategies, tactics and activities of organizing and running such campaigns, and thinking about communications, language and evaluation. We will have the opportunity to meet with talented people working in the field. We will also need to look at and gain insight from experts on using social media and on-line campaigns to effect the changes they seek. We hope that you will experience this not merely as simulation, but the real thing. All the while, we will be working on a specific campaign with Make the Road New York. Hopefully, your work will move the advocacy campaign forward, although that is never assured (failure is unfortunately a real aspect of campaigning).

Through readings, class activities, case 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. Important note: we will be focused on a campaign that may be won or lost during the semester. If it is, our focus will shift away from participating actively in the campaign to analyzing and understanding the outcome—and the lessons we can draw from it.

There is no shortage of issues that the United States and the world face – from gun violence, unemployment and poverty to food justice, criminal justice reform and human and civil rights.

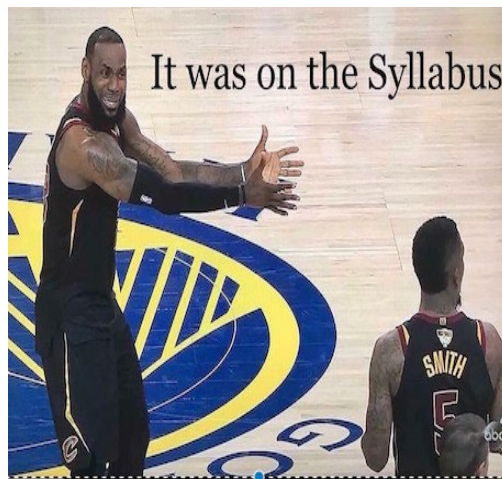
Some of these issues could be very local, here at NYU and in New York, while others could be international in scope. Yet the skills crucial to an effective campaign are learnable. Taking on an advocacy campaign will allow you to explore your own strengths and recognize the areas of growth you seek.

## Course and Learning Objectives

- Identify strategies for advocacy in support of specific policy objectives.
- Understand the roles of political actors and institutions and the contexts within which they operate, how these actors affect decisions and policy outcome.

- Learn to assess and differentiate between policy alternatives, including assessing their feasibility and consequences.
- 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 learn how to conduct a power analysis.
- Position one's own public service interests within a larger movement landscape
- Consider how changes in civic engagement and voluntary associations impact community organizing and grassroots mobilization.
- Determine how to identify and engage community members and organizations that may get involved in a campaign and how to support their participation in decision-making processes and coalition building.
- Address the unique leadership skills that make for a successful advocacy campaign.
- Learn about and apply principles of communication for issue campaigns.
- 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:
  - o Question the significance of the topic and the analyses you read – is the methodology solid; does the analysis comport with the results?

- o Search for what biases (and there are always biases) affect the choice of subject, data and analysis.
- o 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?

- o Consider what institutional and organizational implications can be drawn from the readings, and what types of leadership responses would be most productive.
  - o Think about what you learn as a leader and manager, policy analyst and advocate for policy change.
2. **Class participation – 15%.** Class participation is crucial and the quality and thoughtfulness of your involvement will be reflected in your final grade. Please make sure you are doing the reading and coming to class ready to discuss—and to participate in in-class tasks as they arise. (In the sessions where there are many readings on the syllabus, expect you to do at least four of them. Where there are four or fewer assigned, please do them all.) Please take participation in class 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, where applicable) – there will be many opportunities for you to experiment with your own organizing skills.
1. **Campaign Assignments – 30%.** You will be responsible to deliver written products for Make The Road New York that will be assigned throughout the course and handed in to Make The Road New York as a resource for their use in an aspect of the campaign. You will definitely have campaign assignments due on the following dates. Note: Please also expect 1-2 additional assignments to emerge during the semester, as the campaign unfolds. We will give as much notice as possible.
- a. September 20th
  - b. September 27th
  - c. October 11th
  - d. October 25th
  - e. November 8th
  - f. November 22nd
2. **Reflections — 30%:** Students will be given a topic posted under assignments covering issues in the readings and issues that arose from the sessions that seem powerful, meaningful and/or problematic. You are to then write a 350 - 500 word analysis. These should be analytical pieces—do not just observe or give a book report, but rather make a coherent argument that relates to the topic of the course and the session at hand. 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.

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. These are not bookreports – We have read the material. Deep and thoughtful analysis is what you will be doing. To get full credit, these will be due no later than the following dates:

- a. September 13th
- b. October 4th



- c. October 18th
3. **Final Memo — 25%:** this will be a final, 1,500-word memo assessing the campaign on which we have worked. See more detailed instructions in the syllabus below. This will be due on December 6th.
  4. **Submitting assignments:**
    - a. Please submit all written assignments electronically.
    - b. All assignments are due by 7:00 PM on the date listed and will be considered one day late if received after that. Grades will be reduced by one notch (from A to A-minus being one notch) for every day that an assignment is late.
  5. **Presence and participation in class:** The time we gather for class is the time that everyone in the course has agreed to dedicate to conversation and learning with and from you. Please be present. Refrain from checking email and texts, and do your best to minimize any other distractions, so that you and the rest of the class can gain as much as possible from our time together.
  6. **A note on the readings:** In the sessions where there are many readings on the syllabus, expect you to do at least four of them. Where there are four or fewer assigned, please do them all.

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 AND THE SYLLABUS IF EVENTS CALL FOR THAT. THE SCHEDULE OF DELIVERABLES MAY ALSO CHANGE DEPENDING ON WHAT IS HAPPENING IN THE CAMPAIGN. AS GRADUATE STUDENTS WHO ARE ENGAGED IN REAL FIELD WORK, FLEXIBILITY IS A CRUCIAL ASPECT OF THE LEARNING. PLEASE NURTURE THAT CAPACITY FOR THE UNEXPECTED.

## NYU Classes and Readings

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

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

## Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner's Academic Code](#). All Wagner students have already read and signed the [Wagner Academic Oath](#). Plagiarism of any form will not be tolerated and students in this class

are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

## Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities \(CSD\) website](#) and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

## NYU's Calendar Policy on Religious Holidays

[NYU's Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

## Student Resources

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

- o [quantitative resources](#)  
(<https://wagner.nyu.edu/portal/students/academics/advisement/quantitative>)
- o [writing resources](#)  
(<https://wagner.nyu.edu/portal/students/academics/advisement/writing-center>)
- o [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)).
- o [data services](#) (<http://nyu.libguides.com/dataservices>)

## Pre-Readings and Book Purchases

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

We encourage you to buy these three books, which we will discuss throughout the course:

- **This Is an Uprising** by Mark and Paul Engler (Nation Press NY: 2016)
- **The Purpose of Power**, by Aliza Garza (One World Press, NY 2020)
- **Immigration Matters: Movements, Visions, and Strategies for a Progressive Future**, edited by Ruth Milkman, Deepak Bhargava, Penny Lewis (New Press, 2021)

In order to be able to participate actively in the opening sessions, we encourage you to prepare by reading in advance if you can. In addition to the readings listed in the syllabus, please do read the following all of which are linked below:

1. [Make the Road New York mission](http://www.maketheroadny.org/whoweare.php) (http://www.maketheroadny.org/whoweare.php): please also read through the recent victories
2. Make the Road New York theory of change (NYU Classes Session 1)
3. Make the Road New York [2021 Platform](#)
4. McAlevey, Jane. [Make the Road New York: Success Through 'Love and Agitation.'](#) *The Nation*.

# Course Sessions

## Session 1 – September 8

Topics: Intro to Course

In this opening session, we will begin to explore the ways that people in the United States organize for change, and discuss some of the central questions of our class: what roles do voluntary associations and social capital derived from participation in voluntary associations play in advancing social change? Where does advocacy fit in the process of meaningful social change? What is the relationship of “the advocate” to the “cause” and the communities whose lives are implicated?

Students will refresh or acquire the basic vocabulary that is critical to issue advocacy and organizing, and will be introduced to 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 through Chapter 3
- **The Purpose of Power:** Introduction through Chapter 7
- **Immigration Matters:** Introduction
- [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](http://canvasopedia.org/wp-content/uploads/2015/08/CANVAS-Core-Curriculum_EN.pdf)

Assignments

- **Reflection 1 (due Monday 9/13, 7pm):** Engler and Engler describe an implicit debate between Saul Alinsky and Frances Fox Piven about how change really happens: namely, what they term “structure” vs. “movement.” Which side of the argument resonates with you most? Choose that side and make the argument for it, drawing from the text and citing at least one historical example.
- **Campaign Assignment 1 (due Monday 9/20, 7pm):** In 500 words or less, examine the primary political target on Make the Road NY’s immigration organizing: Senate Majority Leader Charles Schumer. What is his position on immigration reform—e.g., on a path to citizenship for undocumented immigrants, potential enforcement measures, and more. Has his position

always been similar or has it changed? Where does immigration fall relative to other issues for him?

#### SCHEDULING NOTES:

- SEP. 15: NO CLASS DUE TO YOM KIPPUR (this session will be replaced with an asynchronous session later in the course)

- SEP. 21: Major immigration demonstration in Washington DC. If you are interested in participating, please let instructors know ASAP.

## Session 2 – September 22

Topics: Anatomy of a People's Organization: Make the Road New York

This session will dive deep into Make the Road New York, the organization with which we will be working this semester. We will examine the organization's origins, its model, and theory of change. We will also explore how the organization's base (core constituency) has shaped the nature of its work. We will look particularly at the organization's work on immigration policy—understanding how that manifests itself at various levels of government. One question to animate the discussion will be: How can immigrants and immigrant organizations effectively build power to protect their communities, win respect and dignity and transform the power balance?

Readings:

- *Immigration Matters: "The Growth of the US Immigrant Rights Movement, An Interview with Angelica Salas"* (page 91-106)
- *This is an Uprising*: Chapters 4, 5, 6
- Jane McAlevey, The Nation, May 2013: [Make the Road New York: Success Through 'Love and Agitation'](#)
- Background on Make the Road New York (<http://www.maketheroadny.org/whoweare.php>)—make sure to read recent victories to understand campaign foci.
- Make the Road New York theory of change (NYU Classes Session 1)
- Make the Road New York 2021 State Platform: <https://maketheroadny.org/respect-and-dignity-for-all-make-the-road-new-yorks-2021-state-policy-budget-platform/>
- Make the Road New York City Policy Report: <https://maketheroadny.org/dignity-community-power-a-2021-vision-for-nycs-immigrant-communities/>

Assignments:

- **Campaign Assignment 2 (due Monday 9/27, 7pm):**
- Page



- o Reach out in groups to one of your members of Congress to schedule a lobby visit. Schedule this meeting.
- o Individually write a script to call another member of Congress—make the call, introduce yourself as a constituent, and leave your message.

## Session 3 – SEPTEMBER 29

Topics: Immigration reform: a history and where we are now

We will trace the long arc of immigration and the politics of immigration. We will focus particularly on how the contours of the debate have (and have not) shifted over the past two decades, and how the immigrant rights movement has (and has not) changed during this critical period. We will delve into the current campaign in Washington to create a pathway to citizenship for millions of immigrants and explore the core goals and strategy.

Readings:

- **Immigration Matters:**
  - Part 1: “American Nativism, Past and Present” by Mae N. Ngai (page 39-54)
  - Part 2: Lessons of Organizing Campaigns (pages 107-150)
  - Part 3: “Five Freedoms: a 21st Century Vision for Immigrant Rights” by Marielena Hincapie (pages 151-165)
  - Part 3: “Immigrants are Essential: A Manifesto for the Covid-19 and Climate Change Era” by Saket Soni (pages 221-234)
- Altschuler, Daniel. [“The Dreamers Movement Comes of Age.”](#) *Dissent*.

Assignments

- **Reflection 2 (due Monday 10/4, 7pm):** During this class you will be providing advocacy support to the members of Make the Road New York, who are engaged in a battle to win a transformational change in federal immigration policy that will create a path to citizenship for millions of immigrants. As part of this course, you will engage in issue advocacy for a cause that may, or may not, impact you and your loved ones. In 700 words or less, share your reflections on the readings on the history of immigration policy and immigrant rights movements, and your relationship to that history and those movements. Be specific about your relationship, as a person and as an advocate, to the current moment in history. (For some inspiration, you can go back to Garza’s chapter 1, or Cristina Jimenez’s essay in Immigration Matters)

Session 4 – OCTOBER 6

Topics: Power and the Advocate as an Agent of Change

What is power all about – for whom, over whom, with whom? And how is it used/leveraged? We will explore various conceptions of power and explore the role of campaigners, as we 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 members of a community?

## Readings:

- Frederick Douglass, [“If there is no struggle, there is no progress.”](#)
- This is an Uprising: Chapters 7, 8, 9, 10, Conclusion
- The Purpose of Power: Part 3
- [Andrew Boyd, “Power Mapping”](#) Beautiful Trouble
- [Janice Fine, “Choose Tactics that Support Your Strategy.”](#) Beautiful Trouble.
- [Richard Healey and Sandra Hinson, 2007. “Theories of Power for Activists,”](#) Grassroots PolicyProject.
- [A Guide to Effective Nonviolent Action](#) (2007), chapter. 2 Power In Society
- 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

## Assignments

- **Campaign Assignment 3 (due Monday 10/11, 7pm):** Complete 500-word Memo for power map on an assigned actor: How much power do they have on this issue? What is their stance on their issue and how movable are they? Who is their base? Who/what moves them? (you can use [Andrew Boyd, “Power Mapping”](#) to guide your power mapping process)

## Session 5 – OCTOBER 13

### Topics:

Power Analysis Case Study: Make The Road (Daniel)

We will analyze the power systems at play in New York and how the campaign to win access to a path to citizenship can build power to win. We will consider where change happens, who are the most relevant (and powerful) actors, and how our campaign can and should try to “move” them. We will also use this exercise to consider coalition-building opportunities and dynamics.

### Readings:

- Alinsky, Rules for Radicals, excerpt uploaded (pdf)
- Michel Foucault, Power/Knowledge: Selected Interviews and Other Writings, 1972-1977. “Power and Strategies,” pp.141-142. New York, Random House. 1980.

- [John Gaventa, "Power After Lukes: An Overview of Theories of Power Since Lukes and Their Application to Development"](#). Introduction through Scott, Pp. 3-12
- [John Gaventa, "Finding the Spaces of Change, A Power Analysis"](#) IDS Bulletin, Vol. 37, No. 6. November 2006.
- Archon Fung, 2019. "Four Levels of Power: A Conception to Enable Liberation," Journal of Political Philosophy

Assignments:

- **Reflection 3 (Due Monday 10/18, 7pm):** In 500 words or less, consider an issue or political campaign that had a message that moved you. What was it and why did it compel you? Who was the messenger and did that matter for the message's impact? Reflect on that example—being as specific as you can—and connect it to at least one of the readings for the upcoming session.

## Session 6 – OCTOBER 20

Topics: Defining the debate: Telling Our stories, Building a Narrative to Win

People are driven by stories. People's worldview (their sense of how the world operates) is shaped by the narratives that surround them. An essential part of achieving social change, and winning victories that impact people's lives, is telling a story that defines the conversation. For centuries, effecting social change required in-real-life action: petitioning the ruler, standing on a soap box in the public square, nailing your manifesto to the church door and storming the castle. Communicating one's message compellingly has always been crucial to winning change. This session will explore how people's organizations and advocacy groups can most effectively define the terms of the debate by using communication strategies that center the stories of people's dreams and struggles. Also, given the digital revolution that has dramatically increased people's ability to reach others instantly, we will ask: can tweeting and posting on Facebook really be seen as organizing or advocacy? And can it achieve similar results? Students will examine various cases of advocacy engagement and begin to imagine the next stages of political action and advocacy.

Readings:

- [Anat Shanker-Osario, Messaging this Moment: A Handbook for Progressive Communicators.](#)
- ["Love is Love" and Other Stories: The Role of Narrative in Winning the Freedom To Marry;](#)
- [Pulling Back the Curtain to Reveal What's Possible](#)
- [Story of Self, Us, and Now: Public Narrative](#), Beautiful Trouble
- [Rashad Robinson, Changing Our Narrative About Narrative](#), Institute for Othering and Belonging at UC Berkeley. April 18, 2018.
- Malcolm Gladwell, [Small Change, Why The Revolution Will Not Be Tweeted](#),

<https://www.newyorker.com/magazine/2010/10/04/small-change-malcolm-gladwell>

- [Stuart Hall, The Great Moving Right Show.](#) Marxism Today. January, 1979.
- Zeynep Tufekci, Twitter and Tear Gas, (Yale Univ. Press 2017), chapter 1 A Networked Public and Epilogue: The Uncertain Climb
- David Karpf, The Move On Effect, (Oxford Studies in Digital Politics 2012), Chapter 4

## Assignments

- **Campaign Assignment 4 (due Monday 10/25):** Draft a 600-word oped from the perspective assigned to you, calling for the swift passage of immigration reform with a path to citizenship for undocumented immigrants.

## Session 7 – OCTOBER 27

Topic: Lobbying and The Legislative Process: How Laws Move from an Idea to a Reality

We want communities to organize and those most hurt by public policies to stand up and fight for the cause and assure that harmful policies are changed. The reality is that massive power imbalances stand in the way. Given this imbalance, 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 into 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 stakeholders 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 shut down the process, and, of course, the roles that advocates and citizens can play.

### Readings:

- “Indivisible Guide.” Indivisible. <https://indivisible.org/guide>
- [The Rules of Lobbying:](http://www.senate.gov/reference/reference_index_subjects/Lobbying_vr_d.htm)  
[http://www.senate.gov/reference/reference\\_index\\_subjects/Lobbying\\_vr\\_d.htm](http://www.senate.gov/reference/reference_index_subjects/Lobbying_vr_d.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 8 – NOVEMBER 3

Topics: Tools to unlock power: Direct action and more

For people's organizations, directly lobbying legislators is rarely enough. Often, to shake things up, stir the conscience of the public, and open up legislative possibilities, social movement organizations embark on direct action. This session will explore the spectrum of options that groups often use—what Sidney Tarrow describes as the “repertoire of contention”—and how they become a critical part of campaign strategy.

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

### Readings, Podcasts & Videos

- [“Ashes on the Lawn.” Episode of \*Radiolab\* podcast \(one hour\)](#)
- [“Latino USA: The Immigrant Woman Who Confronted Senator Flake \(21 minutes\)”](#)
- [“‘Protests Out of Nowhere?’: Five lessons from the organizers behind the #NoBanNoWall airport protests.”](#) Emily Andrews. Huffington Post.
- [Black Lives Matter May Be the Largest Movement in U.S. History](#), NYTimes
- [“How One Dying Man Changed The Debate About the Tax Bill.”](#) Daniel Marans. Huffington Post.
- [“Confrontational Activism: Is It Here To Stay?”](#) Vogue.
- [“In the Fight to Save Health Care, the Heroes Ride on Wheelchairs—and Wear Pink.”](#) Jennifer Flynn, The Nation.
- [“How NY’s Fund for Excluded Workers Inspired Activists Across the US.”](#) The Nation.

### Assignments

- **Campaign Assignment 5 (due Monday 11/8):** write a 300-500 word proposal for a direct action or event for the federal immigration campaign on which we are working, for Make the Road New York to consider. Your proposal should include a detailed description of the action (including location and time of day), its primary objective, its target, and the headline you're hoping will come out of the action (if press attention is part of the action). Aim to situate the action within the broader trajectory / arc of escalation of the campaign.

## Session 9 – NOVEMBER 10

Topics: Shaping the political environment: how groups engage in the electoral context

In addition to issue-focused organizing and advocacy, organizations increasingly engage in the electoral context (mobilizing voters, putting candidates on the spot, endorsing candidates, running

independent expenditures, and more) to advance their agenda. This session will examine how both 501(c)(3) and 501(c)(4) organizations and other entities use electoral tools to maximize their impact and help win campaigns.

Readings

- [“The Pugnacious, Relentless Progressive Party That Wants To Remake America,”](#) Molly Ball.
- [“How the Left Made Cuomo Vulnerable,”](#) NY Times
- [Julia Preston and Fernanda Santos, “A Record Latino Turnout, Solidly Backing Obama,”](#) New YorkTimes. November 7, 2012.
- Case Study
  - Cynthia Nixon / Carlos Menchaca video (2 minutes): watch [here](#).
  - [“City’s first Mexican-American elected official backs Cynthia Nixon for governor.”](#) [NewYork Daily News](#).
  - [“Hochul clarifies position on immigrant driver’s licenses.”](#) Politico NY.
- Alliance for Justice: ways that [501c3](#) and [501c4](#) organizations can engage in elections.

## Session 10 – NOVEMBER 17

Topics: Advocacy Needs Funding: An Introduction to Nonprofit Fundraising

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.

### Readings

- Ellen Karsh and Arlen Sue Fox, *The Only Grant-Writing Book You’ll Ever Need*, Fourth Edition (Basic Books, 2014), pgs 1-67
- 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/>

### Assignments:

- **Campaign Assignment 6 (due Monday 11/22):** Identify a foundation that might consider funding Make the Road New York for organizing work related to immigration reform. Write a 500 Letter of Inquiry to the foundation for consideration for a \$50,000 grant for the next six months of advocacy and organizing work.

## Session 11 – NOVEMBER 24 (CLASS WILL BE CONDUCTED BY ZOOM, link TBD)

Topics: Digital Engagement & Other Pressure Tactics

In an increasingly digital world, the ability to connect with larger groups of people online is often a crucial element of campaigning. In this session, we will talk with expert digital organizers and movement leaders about the elements of effective digital engagement and digital advocacy.

## Session 12 – DECEMBER 1

TOPICS: Research and Evaluation

Research can be a critical tool for effective advocacy and organizing campaigns. Yet most people's organizations do not have anything resembling the resources for research of an academic institution. How does research function in the context of issue campaigns? How can it be most effective? This session will examine campaign-oriented research. It will also explore the question of evaluation—how can you tell if your campaign has been effective—whether you 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

## Session 13 – ASYNCHRONOUS SESSION (Link TBD)

Topics: A conversation between change-makers: Reflections on the last two decades of trying to win for our people.

## Session 14 – DECEMBER 8

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.

Deliverables Due:

FINAL Assignment (due Monday of Week 13, 12/6): Write a 1,500-word final memo assessing Make the Road New York's and the national #WeAreHome campaign's immigration organizing this fall. Did the organization achieve success this fall? If so, why? If not, why not? What was the core of the organization's strategy? What worked and what didn't? What lessons can we draw for other efforts to expand and protect the rights of immigrants and other often excluded and oppressed people?