



NYU

ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE

Advocacy Lab: How to Make Change Happen Fall 2022

Instructor Information

- Professors:
 - Daniel Coates drc376@nyu.edu - bio [here](#)
 - Andrew Friedman adf1@nyu.edu - bio [here](#)
- Office Hours: 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 XXX**

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 people working 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

- 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 and develop campaign strategies.

- 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.
- Examine different elements and processes that go into envisioning and winning policy change that transforms people's lives.
- 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.
- Describe the key action points within the policy making processes in which professional lobbyists, legislators, advocates and their organizations can influence policy making.
- Position one's own public service interests within a larger movement landscape.

Course Expectations and Requirements

1. Careful preparation for and serious involvement in all seminar sessions. This means reading the materials and thinking about the topic before the session. Try your best to cover all the readings so that in class you will be citing from the works that we assigned. In your reading, you are asked to:
 - Question the significance of the topic and the analyses you read – is the methodology solid; does the analysis comport with the results?
 - Search for what biases (and there are always biases) affect the choice of subject, data and analysis.
 - Check yourself out: In what ways do the evidence and analyses conform to your own experience and assessments, and in what ways do they challenge them?
 - Consider what institutional and organizational implications can be drawn from the readings, and what types of leadership responses would be most productive.
 - Think about what you learn as a leader and manager, policy analyst and advocate for policy change.
2. **Class participation – 20%.** 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 – 25%.** You will be responsible for delivering sample work products or written products for Make The Road New York. Some of these assignments will be simulation exercises, and others will be handed in to Make the Road New York as a resource for their use in an aspect of the campaign.
2. **Reflections — 20%:** 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 300-500 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 lectures, 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 book reports – 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:
3. **Final Memo — 35%:** 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 THURSDAY DECEMBER 8, 2022.
4. **Submitting assignments:**
 - a. Please submit all written assignments electronically using Brightspace.
 - b. **All assignments are due 24 hours before the start of the next session.** Grades may 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, we 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) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

NYU's Calendar Policy on Religious Holidays

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

Student Resources

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

- [quantitative resources](https://wagner.nyu.edu/portal/students/academics/advisement/quantitative)
(<https://wagner.nyu.edu/portal/students/academics/advisement/quantitative>)
- [writing resources](https://wagner.nyu.edu/portal/students/academics/advisement/writing-center) (<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.

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

- **This Is an Uprising** by Mark and Paul Engler (Nation Press NY: 2016)
- **No Shortcuts** by Jane McAlevy (Oxford 2016)

Course Sessions

Session 1 – Topics: Intro to Course & Basic Concepts

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
- Gene Sharp's [198 METHODS OF NONVIOLENT ACTION](#)

Videos:

- [Undocumented Workers Hunger Strike](#)

Assignments

- **Reflection 1 (24 hours before the start of the next session):** In the first two chapters of “This is An Uprising” 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? Or, do elements of each position resonate with you? Articulate what feels most compelling, drawing from the text and citing at least one historical example.

Session 2 – Exploring people's organizations and formations

This session will dive deep into the elements and theory of change of base-building people's organizations, like [Make the Road New York](#), and national formations like [Community Change](#) and the [Center for Popular Democracy](#). We will examine the organizations' origins, 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 organizations work on policies that shape the lives of immigrant workers and their families—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:

- **This is an Uprising:**
 - Chapter 1- The Strategic Turn (1-30)
 - Chapter 2- Structure and Movement (31-58)

- **About Make the Road New York:**
 - Jane McAlevey, No Shortcuts: Chapter on Make the Road New York
 - 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 2021 State Platform: <https://maketheroadny.org/respect-and-dignity-for-all-make-the-road-new-yorks-2021-state-policy-budget-platform/>

- **About Community Change:**
 - [Path to Power](#)

- **About Center for Popular Democracy**
 - [Our Values](#)
 - [Passing the Baton](#)

Assignments: (no assignments)

Session 3 – Topics: Introduction to this Semester’s Campaign

We will briefly discuss Chapter 3 of “This is an Uprising,” “No Shortcuts” Chapters 1 and 2, and introduce the semester’s campaign. Readings will be shared closer to the date of the class as the specific campaign is still being decided at the time of writing.

Readings:

- **This is an Uprising:**
 - Chapter 3- The Hybrid (59-86)

- **No Shortcuts:**
 - Chapters 1 and 2

Assignments:

Campaign Assignment 1 (due 24 hours before the start of the next session): TBD

Session 4 – Topics: Power

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?

Films, podcasts and other media:

- [Salt of the Earth](#) (must watch to complete assignment)
- Dr Martin Luther King's "[Where do we go from here](#)" 1967. [Read here](#), or listen [here](#).

Readings:

- **Writings on Power**
 - Frederick Douglass, "[If there is no struggle, there is no progress.](#)"
 - [Richard Healey and Sandra Hinson, 2007. "Theories of Power for Activists,"](#) Grassroots Policy Project.
 - Naim, *The End of Power*, Basic Books, 2013, chapter 2: Making Sense of Power
 - [John Gaventa, "Finding the Spaces of Change, A Power Analysis"](#) IDS Bulletin, Vol. 37, No. 6. November 2006.
- [A Guide to Effective Nonviolent Action](#) (2007), Part 1 - Theory & Its Applications (page 12-66)

Assignments

- **Reflection 2 (due 24 hours before the start of the next session):** In 700 words or less, share your reflections on "Salt of the Earth". What kinds of power do you observe at play in the movie? Who holds power? Who wields power and how? What contradictions are revealed? What surprises you? What resonates as relevant and current?

Session 5 – Topics: Strategy & Power Analysis

We will analyze the power systems at play in New York. 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:

- [A Guide to Effective Nonviolent Action](#) (2007), Part 2 - Strategy & Principles of Nonviolent Struggle (pages 85-127)
- **Beautiful Trouble:**
 - [Janice Fine, "Choose Tactics that Support Your Strategy."](#)
 - [Andrew Boyd, "Power Mapping"](#)
 - [Points of Intervention](#)
- **This is an Uprising:**
 - Chapter 4- The Pillars (pages 87-116)
 - Chapter 5- Declare Victory and Run (pages 117-142)

Assignments:

- **Campaign Assignment 2 (due 24 hours before the start of the next session):** 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 6 – 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>

Assignments:

- **Campaign Assignment 3 (due 24 hours before the start of the next session):**
 - Reach out in groups to your local legislator (level of government will be defined by the campaign) to schedule a lobby visit. Schedule this meeting.

- Individually write a script to call another legislator —make the call, introduce yourself as a constituent, and leave your message.

Session 7 - Topics: Tools to unlock power: Direct action

For people’s organizations, and people’s movements, 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.

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:

- **Dr King’s [Letter from Birmingham Jail, 1963](#)**
- **This is an Uprising:**
 - Chapter 6- The Act of Disruption (143-170)
 - Chapter 7- The Whirlwind (pages 171-196)
- **About direct action in recent times**
 - [“In the Fight to Save Health Care, the Heroes Ride on Wheelchairs—and Wear Pink.”](#) Jennifer Flynn, The Nation.
 - [“Cancel Kavanaugh Campaign” Jennifer Flynn, The Forge](#)
 - [“‘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.
- **Podcasts**
 - [“Ashes on the Lawn.” Episode of Radiolab podcast \(one hour\)](#)
 - [Latino USA: The Immigrant Woman Who Confronted Senator Flake \(21 minutes\)](#)
- **Optional films to watch**
 - [Not Going Quietly](#)

Assignments

- **Campaign Assignment 4 (due 24 hours before the start of the next session):** write a 300-500 word proposal for a direct action or event for the 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 8 – 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.](#)
- Ian Haney Lopez, [We Make the Future Messaging Guide](#)
- [“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](#)

Videos

- [A Message From the Future With Alexandria Ocasio-Cortez](#)
- [john powell keynote: The Mechanisms of Othering](#)
- [The Truth About the Money Bail Industry narrated by John Legend](#)

Assignments

- **Reflection 3 (Due next Monday 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 session on telling our stories

Session 9 – 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:

- **Immigration Matters:**
 - Part 2: The Nevada Turnaround: Immigrant Workers Build Political Power An Interview D. Taylor (page 121-132)
- [Marshall Ganz “How to Organize To Win”- The Nation](#)
- **Case study- Working Families Party**
 - [“The Pugnacious, Relentless Progressive Party That Wants To Remake America,”](#) Molly Ball.
 - [“How the Left Made Cuomo Vulnerable,”](#) NY Times
- **Case Study- Nevada**
 - [Where Housekeepers, Bartenders and Cooks Wield Vast Political Clout - The New York Times](#)
 - [How Bernie Sanders Dominated in Nevada - The New York Times](#)
 - [What 'Medicare for All' Means After a Six-Year Strike for Health Benefits - The New York Times](#)
 - Podcast: [The Field: An Anti-Endorsement in Nevada - The New York Times](#)
- Alliance for Justice: ways that [501c3](#) and [501c4](#) organizations can engage in elections.

Assignments (no assignments)

Session 10 – Popular Education

We will explore the theory and practice of “popular education” or “education for liberation”, which recognizes all people as co-teachers, co-learners, and experts of their own experience. Community organizations and movements across the world use popular education as part of advocacy campaigns and other efforts that address systemic injustice.

Readings

- Paulo Freire’s [Pedagogy of the Oppressed, Chapter 2](#)
- Bell hooks’ [“Teaching to Transgress”, Introduction and Chapter 4](#)
- [Popular Education – The Seed House](#)
- [An Introduction to Popular Education](#)

Other Media

- [Paulo Freire - An Incredible Conversation](#)

Assignments **(no assignment)**

Session 11 – 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

- Kim Klein, [Fundraising for Social Change](#)
- [Fundraising Strategies](#)
- [Sunrise Fundraising Principles](#)
- Edgar Vilanueva, [“Put Philanthropy on the Front Lines” - YES! Magazine](#)

Assignments:

- **Campaign Assignment 5 (due 24 hours before the start of the next session):** Draft outline of a letter of inquiry to the New York Foundation making the case for them funding the excluded worker campaign.

Session 12 – TOPIC: Panel

We will have an opportunity to meet and hear directly from those involved in our campaign. Exact makeup of the panel will be determined.

FINAL Assignment (due MONDAY, May 2, 7pm): Write a 1,500-word final memo assessing Make the Road New York's campaign. 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?

Session 13 – Vision and a Path Forward

In this session we will revisit some of the concepts we learned, and spend some time sharing, and listening to, the visions for the future that each participant has as we get near the end of semester.

Readings (we recommend re-reading these):

- [A Guide to Effective Nonviolent Action](#) (2007), Part 1 - "First Step: The Vision of Tomorrow"
- [Story of Self, Us, and Now: Public Narrative](#), Beautiful Trouble
- [TELLING YOUR PUBLIC STORY Self, Us, Now By Marshall Ganz Stories not only teach us how to act](#)

Session 14 – Assessing the campaign: impact on people, politics and challenges ahead

We will spend this last session reflecting on what we learned, both in the classroom and through the campaign. We will take a stab at evaluating the effectiveness of the campaign, and its impact on people and our public debate, as well as the challenges ahead.

Brightspace

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

Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner's Academic Code](#). 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 Student Accessibility

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

NYU's Calendar Policy on Religious Holidays

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

NYU's Wellness Exchange

[NYU's Wellness Exchange](#) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.