

Tentative Syllabus

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

Fall 2023

## Instructor Information

* Professors:
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* 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 outline our core change-making methodology and then develop students’ strategic capacity for action in today’s world. Why are some campaigns successful? How do we develop more effective ways to use our resources and power? How can we take our efforts to make change to the next level?

We focus on New York State politics and the issues of the day in New York City and State, but the lessons, learnings and practices are applicable anywhere. In addition to the classroom, we ask students to work with organizers and advocates to refine and to apply our learning. Advocacy Lab couples a weekly seminar, readings, and, over the course of the semester, 40 hours of fieldwork.

The goal of Advocacy Lab is to gain hands-on experience developing and executing strategic campaigns to win social change.

### Long Description:

Advocacy Lab is for those who aspire to develop a sophisticated understanding of the social change that can result 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 ways to build power that is rooted in communities, and then explore how that power is applied to win campaigns that secure meaningful material improvements in people’s lives. We are particularly interested in the development and execution of strategy, and how organizations and campaigns can develop and execute plans to win that leverage the power they have, or that is within their reach.

As a part of this class, students will have an opportunity to partner with a social movement initiative or organization seeking to make change happen.

This class is for anyone who wants to understand the art and science of campaigning from a community organizing or issue advocacy perspective. Campaigns are the vehicles we have to make change happen, and merit intentional study. The class can be conceived of as an attempt to develop a campaigner’s toolbox - from the foundational understanding of power and organizing to a sense of how to raise resources to fund an idea and build something from the ground up.

In a sense, everyone working to make social change should see themselves as a campaigner. There are a wide range of roles campaigners can play, from research and policy analysis to popular education, from 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 myriad professional and life settings.

Theory is not enough for this course. The goal of Advocacy Lab is also to gain experience in making change happen in the field. This class is not only an academic endeavor. In addition to classroom activities, we will take our learning out into the community. We will explore the range of tools and strategies for advocacy and campaigning, and share and analyze our experiences.

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 are very local, here at NYU and in New York, while others are international in scope. Yet the skills crucial to planning and executing 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 Learning Objectives

* Grasp how power is built through community organizing and how it operates in the public sphere. Explore how organizations build political power, the tactics the use to deploy it, and learn how to conduct a power analysis;
* Develop an understanding of strategy and the ability to develop campaign and organizational strategies that reflect a power analysis and utilize the tools at an organizer’s disposal;
* 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;
* Understand the roles of political actors and institutions and the contexts within which they operate, how these actors affect decisions and policy outcome;
* 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 Summary:

**Section 1: The Foundations of Campaigns: Community Organizing, Power, and Strategy**

*NOTE: Some of the material in this first section will be similar to the Community Organizing courses also offered at NYU Wagner. We believe the material is worth covering again, to ensure our class has a shared understanding as well as because it is foundational for careers in this sector.*

* [Class 1:](#bookmark=id.2et92p0) Introduction to each other, the course and overview of concepts
* [Class 2](#bookmark=id.tyjcwt): How does change happen? Structure vs. Movement, Theories of Change, Building Organizations
	+ Assignment #1
* [Class 3](#bookmark=id.1t3h5sf): Power Session 1 - Getting Clear on Power
* [Class 4:](#bookmark=id.4d34og8) Power Session 2 - Power Analysis and Strategy
* [Class 5](#bookmark=id.2s8eyo1): What Makes Effective Campaigns?
	+ Assignment #2

**Section 2: The Campaigner’s Toolbox**

*This section builds on the foundations laid in Section 1. We will spend time on each area, but each week will want to think about how the tools can be used strategically in different contexts, and when, to be most effective. We will also hear from some guest speakers with expertise in each of these areas.*

* [Class 6:](#bookmark=id.17dp8vu) Moving Policy and Legislation in Legislative Bodies, Lobbying
* [Class 7:](#bookmark=id.26in1rg) Direct Action and Disruption
* [Class 8:](#bookmark=id.lnxbz9) Telling Our Stories, Building a Narrative, Defining the Debate
* [Class 9:](#bookmark=id.1ksv4uv) Elections (likely focus on NYS/NYC Politics here)
* [Class 10](#bookmark=id.44sinio): Popular Education, Leadership Development and Participation
* [Class 11](#bookmark=id.2jxsxqh): Fundraising
	+ Assignment #3

**Section 3: Synthesis and Application**

*This section of the semester is more flexible, and will depend on how the course unfolds. In the final sessions we will do more synthesis, and provide space for discussion of students’ final projects as well as the work they are doing outside of class.*

* [Class 12](#bookmark=id.z337ya): New York State Policy and Politics
* [Class 13](#bookmark=id.1y810tw): Vision Stands + Final Memo Workshops
* [Class 14](https://convergencemag.com/articles/nuts-and-bolts-for-building-resilient-organizations/): Applying What We’ve Learned in a Changing World
	+ Final Memo Due

## 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. **NOTE: There is no zoom option for this class.**
3. **Fieldwork – 20%.** You will be responsible for at least 40 hours of field work over the course of the semester and you will be evaluated on both the adequacy and quality of that work.
4. **Assignments — 20%:** In addition to the Final Memo, there will be 3 assignments amounting to 20% of the final grade. They will each be 800 words in length. Each will cover a section of the course and provide an opportunity to synthesize or practice aspects of the course that have been covered. There will be two assignments connected to Section 1 of the course and one assignment connected to Section 2 of the course. The Final Memo is connected to Section 3 of the course.
5. **Final Memo — 40%:** this will be a final, 1,500-word paper or memo and a synthesis and application of the topics learned. More detailed instructions will be given later in the semester. This will be due on the day of our class final in December, 2023
6. **Submitting assignments:**
	1. Please submit all written assignments electronically using Brightspace.
	2. **All assignments are due when the Brightspace page says they are.** Grades may be reduced by one notch (from A to A-minus being one notch) for every day that an assignment is late. If you will be late turning in an assignment please notify a professor.
7. **Zoom and 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. **In an effort to prioritize in class participation and conversation, there will not be a zoom option for this class. We might occasionally use zoom to bring in a guest speaker, but will not offer it as a method of attending class.**
	1. If you are unable to attend class please let Daniel or Andrew know. Please catch up on notes or conversation from a classmate or schedule a time to check in with Daniel or Andrew. Absences due to illness and other legitimate reasons will not impact your participation grade.
8. **A note on the readings:** We will note when readings are optional, and when they are required. Please do all required readings. This class will be conversational, and often draw on the experiences of those in the room or our guests. As such, we might cover some readings more than we do others.

NYU Classes and Readings

1. Much of the reading, many announcements, class related documents and other useful class information will be posted at the Brightspace 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) 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%255B%255D=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)

* **Tools for Radical Democracy** by Paul Getsos and Joan Minieri (Jossey-Bass 2007)

## Course Sessions

### **Class 1: Introduction to each other, the course and overview of concepts**

9/7/23

In this opening session we will introduce the course, its expectations, and get to know each other a bit.

To introduce the material, we’ll 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.

We’ll outline the course’s expectations in terms of class participation, engagement with the out of class projects, and readings and assignments. We’ll discuss any questions that might arise.

**Readings:**

* “Tools for Radical Democracy”: Introduction + The Story of Community Voices Heard
* “This is an Uprising”: Introduction
* Gene Sharp's [198 Methods of Nonviolent Action](https://www.brandeis.edu/peace-conflict/pdfs/198-methods-non-violent-action.pdf)

### **Class 2:** **How does change happen? Structure vs. Movement, Theories of Change, Building Organizations**

9/14/23

This session will explore vehicles for making social change, and the different theories of change operating behind them. We will discuss how organizers believe change happens with a focus on the tension between “movement” organizations and “structure” organizations, and look at how a broad based, power building people’s organization like [Make the Road New York](http://www.maketheroadny.org), fits within the potential options. 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’ll also look at another organization such as Community Voices Heard and ask the same questions.

A question to animate the conversation might be: what theories of change exist in organizing and social change movements, and what are the structures and characteristics of organizations that embody these different theories?

Readings:

* **This is an Uprising:**
	+ Chapter 1- The Strategic Turn (1-30)
	+ Chapter 2- Structure and Movement (31-58)
* **Rules for Radicals**
	+ “The Purpose” (4-23)
		- Check email for PDF of this reading. Also linked in Brightspace Class #2.
* **About Make the Road New York:**
	+ Jane McAlevey, No Shortcuts: Chapter 6 on Make the Road New York
	+ Community Voices Heard (from “Tools for Radical Democracy”)

#### Assignment #1: Due 9/20 at 11:59pm

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.” Please summarize, in your own words:

* What each term refers to,
* What you believe each approach “gets right” and what each approach misses,
* Which one you identify with more and why.

### **Class 3: Power Session #I**

9/21/23

In this session we will bring our conversion about power and also discuss and divide into our field project groups.

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 (for both sessions on power):

* Dr Martin Luther King’s “[Where do we go from here” 1967. Read here](https://kinginstitute.stanford.edu/where-do-we-go-here), or listen [here](https://www.youtube.com/watch?v=GHJQCzv3dko).

#### **Readings - the following are the readings and materials for the 2 sessions on power:**

* **No Shortcuts:**
	+ Chapter 1
	+ Chapter 2
* **Tools for Radical Democracy**
	+ Chapter 1
	+ Chapter 2
* **Rules for Radicals:**
	+ “A Word about Words” (48-62)
* **Writings on Power**
	+ Frederick Douglass, [“If there is no struggle, there is no progress.”](https://www.blackpast.org/african-american-history/1857-frederick-douglass-if-there-no-struggle-there-no-progress/)
	+ Grassroots Policy Project: multidimensional approach to power [worksheet](https://grassrootspowerproject.org/tool/three-dimensions-of-power-organizational-reflections-worksheet/).
	+ [John Gaventa, “Finding the Spaces of Change, A Power Analysis”](https://www.powercube.net/wp-content/uploads/2009/12/finding_spaces_for_change.pdf)IDS Bulletin, Vol. 37, No. 6. November 2006.
* [A Guide to Effective Nonviolent Action](https://www.nonviolent-conflict.org/wp-content/uploads/2016/04/CANVAS-Core-Curriculum_EN4.pdf) (2007), Part 1 - Theory & Its Applications (page 12-66)

### **Class 4: Power Session II, Power Analysis and Strategy**

9/28/23

We will continue our discussion of power and discuss Chapter 3 of “This is an Uprising” as well as “No Shortcuts” Chapters 1 and 2. We’ll define what we mean by strategy and take time to explore some examples of strategy in the context of political campaigns. We’ll develop a tool to execute a power analysis and practice how to use it.

We will also take some class time to meet, discuss and share about the projects that teams are working on during this semester.

Readings (see above session for readings for this session)

**Class 5: What Makes Effective Campaigns?**

10/5/23

We’ll build off of the concepts of strategy and power analysis and ask ourselves, what is strategy? What is not strategy? How do effective campaigns develop strategy to win change? How is strategy connected to power?

In this session we will understand how to develop a power analysis and a theory to win, and we will discuss some examples of strategy in real world campaigns.

#### **Readings for 2 classes:**

* “The Death of Deliverism” by Deepak Bhargava, Shahrzad Shams, Harry Hanbury, <https://democracyjournal.org/arguments/the-death-of-deliverism/>

Links for class:

- Win Theory Development: <https://docs.google.com/presentation/d/16XBN86NthfgYlVE6OeZQ0VJyNTaQkYLnB7srDaNZies/edit?usp=sharing>

Background research on Senators: <https://docs.google.com/presentation/d/1v2hvwibq9Mt-Az5-D8mynumNkalXDGqfhkYzCmZdbcM/edit?usp=sharing>

* [A Guide to Effective Nonviolent Action](https://www.nonviolent-conflict.org/wp-content/uploads/2016/04/CANVAS-Core-Curriculum_EN4.pdf) (2007), Part 2 - Strategy & Principles of Nonviolent Struggle (pages 85-127)
* **Beautiful Trouble:**
	+ [Janice Fine, “Choose Tactics that Support Your Strategy.”](https://beautifultrouble.org/principle/choose-tactics-that-support-your-strategy/)
	+ [Points of Intervention](https://beautifultrouble.org/toolbox/#/tool/points-of-intervention)
* **This is an Uprising:**
	+ Chapter 4- The Pillars (pages 87-116)
	+ Chapter 5- Declare Victory and Run (pages 117-142)

Optional - will be uploaded to Brightspace.

* Lawrence Freedman, **Strategy: A History.** New York, Oxford University Press. 2013. p. 91-92: on Clausewitz’s “center of gravity” concept; p. 196: on OODA loop, chaos and complexity theory.
* ​​adrienne maree brown, **Emergent Strategy: Shaping Change, Changing Worlds.** Chico, CA, AK Press. 2017. Pp. 155-159. (for those interested, this book has been very influential recently and is a quick read, so pick it up if you are curious)

**Assignment #2: Power Mapping - Due 10/11 at 11:59pm**

Complete an 800-word memo and attached visual power map for an issue of your choosing in New York State or New York City. Issues can be general (eg “ affordable housing,” or “education”) or they can be specific (eg “expanding street vending permits” or “increasing bus lanes”). Each memo should:

* Describe the issue you care about. If you choose a general issue like housing or education, you’ll need to explain what about the issue you’re concerned with. Your power map will change based on what you describe.
* Describe the landscape around your issue. Describe the main power players, including people in government, elected office, labor, business, advocacy and organizing. Who are their bases? What is their source of power? Outline what you believe the self interests of each of the actors are, as it relates to this issue. Describe the key questions currently at play.
* Execute a visual representation - using the power mapping tool discussed in class - of this issue.

### **Class 6: Topic: Moving Policy and Legislation in Legislative Bodies, Lobbying**

10/12/23

We want communities to organize and those most negatively effected 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.

We'll discuss the legislative process then get some practice prepping for and running our own legislative visits.

#### **Readings:**

* “Indivisible Guide.” Indivisible. <https://indivisible.org/guide>

### **Class 7: Direct action and Disruption**

### **10/19/23**

### 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**](https://www.theatlantic.com/magazine/archive/2018/02/letter-from-a-birmingham-jail/552461/)
* **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**
	+ KC Tenants “Could We End Evictions?” <https://hammerandhope.org/article/issue-1-article-3>
	+ “[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.
	+ [Cancel Kavanaugh Campaign” Jennifer Flynn, The Forge](https://forgeorganizing.org/article/cancel-kavanaugh-campaign)
	+ “‘[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
* **Podcasts**
	+ [“Ashes on the Lawn.” Episode of *Radiolab* podcast (one hour)](https://www.wnycstudios.org/podcasts/radiolab/articles/ashes-lawn)
	+ [Latino USA: The Immigrant Woman Who Confronted Senator Flake (21 minutes)](https://www.npr.org/2018/10/01/653532746/the-immigrant-woman-who-confronted-senator-flake)

### **Class 8: Telling Our stories, Building a Narrative, Defining the Debate**

10/26/23

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.](https://communitychange.org/wp-content/uploads/2017/08/C3-Messaging-This-Moment-Handbook-1.pdf)
* Ian Haney Lopez, [We Make the Future Messaging Guide](https://www.wemakethefuture.us/resources-docs/we-make-the-future-messaging-guide)
* [“Love is Love” and Other Stories: The Role of Narrative in Winning the Freedom To Marry](https://forgeorganizing.org/article/love-love-and-other-stories-role-narrative-winning-freedom-marry)
* [Pulling Back the Curtain to Reveal What’s Possible](https://forgeorganizing.org/article/pulling-back-curtain-reveal-whats-possible)
* [Story of Self, Us, and Now: Public Narrative,](https://www.beautifultrouble.org/toolbox/#/tool/story-of-self-us-and-now) Beautiful Trouble
* [Rashad Robinson, Changing Our Narrative About Narrative](https://belonging.berkeley.edu/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)

#### Videos

* [A Message From the Future With Alexandria Ocasio-Cortez](https://youtu.be/d9uTH0iprVQ)
* [john powell keynote: The Mechanisms of Othering](https://www.youtube.com/watch?v=Cs3mtCqC8S4)
* [The Truth About the Money Bail Industry narrated by John Legend](https://youtu.be/1vJTcgCDa5U)

### **Class 9: Engaging in Elections and Shaping the Political Environment**

### **11/2/23**

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 on elections:

* [**Marshall Ganz “How to Organize To Win”- The Nation**](https://www.thenation.com/article/archive/how-to-organize-to-win/)
* **Case study- Working Families Party**
	+ [“The Pugnacious, Relentless Progressive Party That Wants To Remake America,”](https://www.theatlantic.com/politics/archive/2016/01/working-families-party/422949/) Molly Ball.
	+ [“How the Left Made Cuomo Vulnerable,” NY Times](https://www.nytimes.com/2021/03/15/opinion/cuomo-working-families-party.html?smid=tw-share)
* **Case Study- Nevada**
	+ [Where Housekeepers, Bartenders and Cooks Wield Vast Political Clout - The New York Times](https://www.nytimes.com/2019/12/12/us/politics/nevada-caucus-2020-culinary-union.html)
	+ [How Bernie Sanders Dominated in Nevada - The New York Times](https://www.nytimes.com/2020/02/22/us/politics/how-sanders-won-nevada.html)
	+ [What 'Medicare for All' Means After a Six-Year Strike for Health Benefits - The New York Times](https://www.nytimes.com/2020/02/22/us/politics/sanders-culinary-union-nevada-2020.html)
	+ Podcast: [The Field: An Anti-Endorsement in Nevada - The New York Times](https://www.nytimes.com/2020/02/21/podcasts/the-daily/bernie-sanders-nevada.html)
* Alliance for Justice: ways that [501c3](https://bolderadvocacy.org/resource/election-checklist-for-501c3-public-charities-ensuring-election-year-advocacy-efforts-remain-nonpartisan/) and [501c4](https://bolderadvocacy.org/resource/election-year-activities-for-501c4-social-welfare-organizations/) organizations can engage in elections

**Class 10: Popular Education, Leadership Development and Participation**

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.

We’ll then connect popular education to a discussion of leadership development. What is leadership development in the context of organizing and campaigns?

Both topics form part of a more general question about participation in campaigns. Who is participating in campaigns? What is the nature of that participation? How are decisions made?

11/9/23

Readings on popular education

* Paulo Friere “Pedagogy of the Oppressed” [Chapter](https://envs.ucsc.edu/internships/internship-readings/freire-pedagogy-of-the-oppressed.pdf) 2
* Bell hooks’ [“Teaching to Transgress”, Introduction and Chapter 4](https://sites.utexas.edu/lsjcs/files/2018/02/Teaching-to-Transcend.pdf)
* [Popular Education – The Seed House](http://theseedhouse.org/how-we-do-it/popular-education/)
* [An Introduction to Popular Education](https://multco-web7-psh-files-usw2.s3-us-west-2.amazonaws.com/s3fs-public/health/documents/popular_ed_fact_sheet.pdf)

Other Media

* [Paulo Freire - An Incredible Conversation](https://youtu.be/aFWjnkFypFA)

### **Class 11: Fundraising**

11/16/23

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](https://download.e-bookshelf.de/download/0000/5873/82/L-G-0000587382-0002384894.pdf)
* [Fundraising Strategies](https://www.crenyc.org/wp-content/uploads/2018/11/Fundraising-Strategies.pdf)
* [Sunrise Fundraising Principles](https://www.sunrisemovement.org/fundraising-principles/)
* Edgar Vilanueva, “[Put Philanthropy on the Front Lines” - YES! Magazine](https://www.yesmagazine.org/issue/a-new-social-justice/2021/11/15/decolonize-philanthropy-reparations)

**Assignment #3: Practice Using the Tools**

Look back on the last six classes and pick one “tool” that you’re particularly interested in. Complete ONE of the following 6 options:

* *For Lobbying and working in legislatures:* Draft a memo to a state legislator of your choice outlining what you believe the best course of action is to pass a piece of legislation. Define who the legislator is, what the legislation is, and what you anticipate are the potential challenges to passing legislation, both from a policy or a politics perspective.
* *For Direct Action and Disruption:* Outline proposals for a 3 action escalation on a particular target around an issue. Define who the target is and what you want them to do, and then outline how you’d use 3 different direct actions or disruptions to escalate pressure for the target to give you what you want. Outline for each action what your stated goals are and why you believe the actions are strategic. Share why you think the actions represent an escalation of pressure from one to the next.
* *For Narrative and communications work:* Draft an 800 word op-ed arguing for some action on an issue of choice. The oped can be by you, or you can choose to draft it in the voice of someone else.
* *For Electoral work:* Draft a candidate questionnaire on an issue that can be sent to candidates running for state office in 2024. Include any necessary background information you think appropriate. Shoot for 5-7 questions and about 800 words.
* *For Popular Education:* Put together a training curriculum for a 2 hour workshop about an issue of your choice. The curriculum should have clear goals, an agenda, a facilitators’ guide, and any handouts you would like to distribute. It should be ready to use.
* *For Fundraising:* Write a 800 word Letter of Intent (a summary of what you want to do and why your organization should be funded for it) to the New York Foundation. The work or the issue can be what you’re focusing on for your final memo, or something else. The letter of intent should explain not only what you want to do, but also why you’re organization is well suited for it and why funding is urgent now.

### **Class 12: New York State Policy and Politics**

11/30/23

In this class we’ll explore policy and politics in New York State. We’ll outline the key power players in Albany and cover New York State’s budget process.

We’ll likely also discuss elections, and other issues that are pertinent to our final memos.

### **Class 13: Vision Stands and Final Memo Workshops**

12/7/23

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.

We’ll also have time to workshop your final memos with classmates.

**Readings on public narrative**

* [Story of Self, Us, and Now: Public Narrative,](https://www.beautifultrouble.org/toolbox/#/tool/story-of-self-us-and-now) Beautiful Trouble
* [TELLING YOUR PUBLIC STORY Self, Us, Now By Marshall Ganz Stories not only teach us how to act](https://www.welcomingrefugees.org/sites/default/files/documents/resources/Public%20Story%20Worksheet07Ganz.pdf)

### **Class 14: Applying What We’ve Learned in a Changing World**

### 12/14/23

### 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.

Readings:

* Maurice Mitchell: [Building Resilient Organizations](https://forgeorganizing.org/article/building-resilient-organizations)
* Ben Chin, Amy Halstead, Jesse Graham: [Nuts and Bolts for Building Resilient Organizations](https://convergencemag.com/articles/nuts-and-bolts-for-building-resilient-organizations/)