

## Advocacy Lab: How to Make Change Happen

*Few [people] have the greatness to bend history itself, but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation. ... It is from numberless diverse acts of courage and belief that human history is shaped. Each time a [person] stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he [or she] sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring those ripples build a current which can sweep down the mightiest walls of oppression and resistance.*

**Robert F. Kennedy**

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### **COURSE DESCRIPTION**

**Short: Advocacy Lab** is meant for students interested in how change takes place in policy and politics – and what efforts are necessary to effect those changes. We explore in theory and practice the concepts and tools of advocacy and will work with those in the field to apply our learning. We will team with Make the Road, an immigrant support organization, to advocate for a range of supportive measures and actions to help immigrants of all kinds to secure a place in New York as the advocacy campaign for this year.

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

**Long: Advocacy Lab** is for those who could imagine social change that results from an entrepreneurial sense that my (and our) actions can be transformative. It may mean working in national or local advocacy organizations that make change happen or in a social purpose cross-sector setting that commits-profit organizations and corporations with a commitment to constructive social impact. A campaign could even take place on the most local level, even on college campuses. It is for anyone who wants to understand the art of issue advocacy as a method of social change. An advocacy campaign is one aspect of making change happen. It attempts to impact public policy, most often through changes in regulations and/or legislation and always entails new, effective narratives. There are a wide range of roles campaign workers can play from research and policy analysis, from education, public relations and organizing constituencies to

reaching out to a wide range of influentials, legislators and other government officials. At the same time, the skills of public advocacy— listening, finding areas of consensus and building on that consensus, finding ways to make change happen – are skills that can be applied to all professional and life settings.

Theory is not enough for this course. The goal of Advocacy Lab is also to gain experience in how to make change happen. That is why we chose **Make The Road**. Nothing could be more timely than for us to address issues of immigration, DACA, asylum and refugees and all the issues connected to their presence in the United States. . This class is not only an academic endeavor. In addition to training classroom activities, we will take our learning out into the community. The clinical part of the program will include training in a specific advocacy issue you can work on and developing the strategies, skills and courage to go out into the field to advocate for concrete change. During in-class practicums we will explore the range of tools and strategies for our advocacy campaign, share and analyze our experiences and plan the work that needs to be done. Students will be mentored in this work.

The course will alternate providing an overview of and training in how to affect public policy through advocacy campaigns, legislative lobbying, issue branding, and community organizing in the United States while working on the granular nitty-gritty of a campaign including debating mission, providing research, stakeholder power analysis, strategies and tactics and tasks. We will try to understand how power can be best employed to do good and how the courts could support and undermine our efforts. This includes exploring the different forms of policy issue advocacy and identifying its value base; exploring the strategies, tactics and activities of organizing and running such campaigns; and thinking about marketing, language and evaluation. We will have the opportunity to meet with advocacy leaders, from lobbyists to strategists, legal experts to grass roots organizers. We will also need to look at and gain insight from experts on using social media and on-line campaigns to effect the changes they seek. We hope that you will experience this not merely as simulation, but the real thing. All the while, we will be working on a specific campaign with Make the Road.

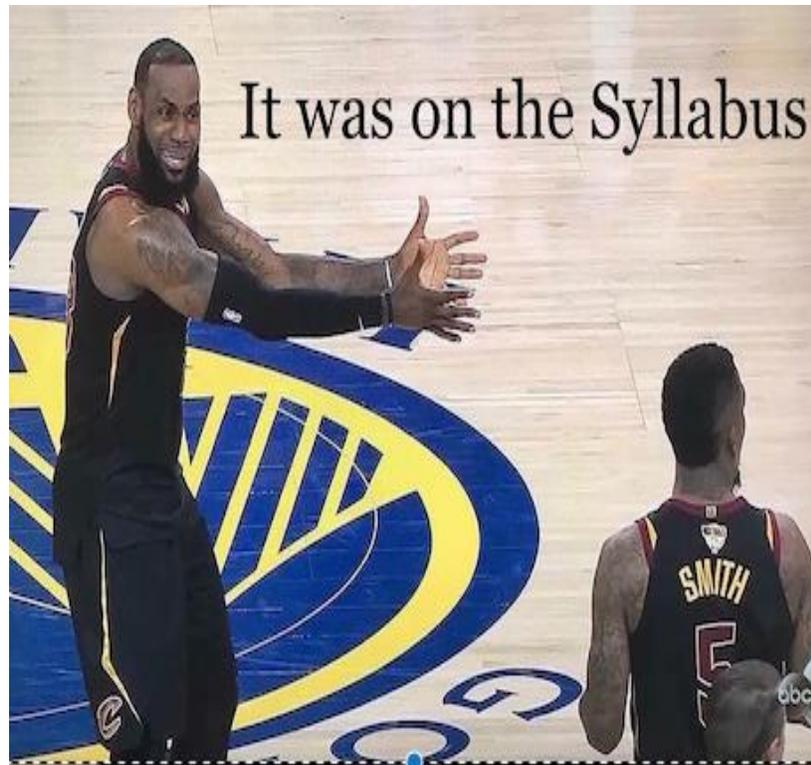
Through readings, class activities, cases studies, speakers and reflection, students will examine skills and techniques for effective issue advocacy organizing while also learning from field experience and reflective engagement with fellow students, professors and mentors and those being served.

During the course of the year, you will be part of a team that, working with the professors, will address one or more aspects of an advocacy campaign and then go out in the field to do such things as meet people as an advocate, find partners and build coalitions, lobby decision-makers, contact media and do the things that an organizer for an issue advocacy campaign must do. You also will spend time researching the issue(s) so that you become an expert in the field. Hopefully, your work will move the advocacy campaign forward, although that is never assured (failure is unfortunately a real aspect of advocacy).

There is no shortage of issues that the United States and the world face – from gun violence, unemployment and poverty to food justice, criminal justice reform and human and civil rights. Some of these issues could be very local, here at NYU and in New York, while others could be international in scope. Yet the skills and “on the balcony” assessments crucial to an effective advocacy effort are learnable. Taking on an advocacy campaign will allow you to explore your own strengths and recognize the areas of growth you seek.

**COURSE OBJECTIVES:**

- Distinguish issue advocacy from other approaches, including community organizing, to addressing problems in communities.
- Examine the essential concepts of power – what it is, how it is used and how groups and communities expand and strengthen their political power through organizing – and consider how to apply this learning.
- 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 will get involved in an advocacy 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.
- Differentiate between the problems that affect individuals and communities and the issues around which advocacy campaigns are built, viewing social, economic and political problems from an advocacy perspective.
- Learn about and apply principles of communication, marketing and branding to advocacy and organizing in general and specifically to the development and implementation of issue campaigns.
- Articulate a theoretical, conceptual and practical knowledge of the legislative, budgetary and bureaucratic policy making processes and structures and the democratic processes and role of compromise critical to effective governance.
- 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 INCLUDE:**

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 is crucial and the quality and thoughtfulness of your involvement will be reflected in your final grade. **If speaking in public is difficult for you, please come to see us early on.**
3. Assume leadership in class activities (alone and as part of a team) – there will be many opportunities for you to experiment with your own organizing skills.

4. Students will be given a topic posted under assignments every two weeks covering issues that arose from the sessions that seem powerful, meaningful and/or problematic. You are to then write a one to two page single-spaced analysis. You will be responsible for **FOUR** such analyses staggered over the semester. Each analysis, while reflecting rigorous and careful reading, allows you to explore different aspects of the course in a range of formats – we certainly want to know what excites you intellectually and how you imagine applying what you read and discuss in class to professional areas that interest you. We also want you to experience writing a policy position paper and a compelling grant proposal to support some aspect of your mission. Along with your readings, you may also use lecture, power-point presentations, in-class exercises and the presentations of guest speakers as resources, **theory and academic analysis – these reflections are in lieu of exams and therefore should reflect the academic learning to the best of your ability. Do not skimp on your writing. These are not book reports – We have read the material. Deep and thoughtful analysis is what you will be doing.** To get full credit, these four one-two pagers will be due no later than the following dates:

**1<sup>st</sup> Reflection                      Sunday, September 30, 2018                      20%**

This reflection is a stakeholder power analysis. You will have addressed stakeholders – who are allies and partners, who are enemies, who are potential allies who need to be convinced? Now comes the question, how do you fight to win – what leverage can you use, what strategies to engage and tactics to employ? Think about language, street theatre, narratives as well as leverage and hard power to undermine and your enemies. You can write in bullet point form (think about activities and outputs on your Logic Model) and use reading citations to support your action choices.

**2<sup>nd</sup> Reflection                      Sunday, October 21, 2018                      20%**

The reflection asks you to both take a birds eye view and a deep intimate self-reflection about the experience of immersing yourself as an activist attempting to change the conditions facing immigrants, asylum seekers and refugees given the climate in the U.S. today. What does it feel like to be a member of an organization fighting an uphill battle where you know there are painful losses as well as great successes. Can you translate the battle you face into a compelling story that will pull potential stakeholder allies on-board? How can you market it to funders, get foundations or major donors on board? Does your language change based on your target? What is your core argument (that one sentence that pulls a funder in)? Your task is to affect and even change hearts and minds through your persuasive funding proposal.

**3<sup>rd</sup> Reflection                      Sunday, November 25, 2018                      20%**

This reflection is a policy paper just like you are (or will be) learning in your policy class. Take one aspect of the campaign that excites, intrigues or disappoints you

and offer a tight, two-page memo of policy analysis and recommendation. Again, make your arguments sharp and back them up with resources that include readings, class presentations and outside articles about events occurring at the time you are writing that pertain to your policy issue. No one reads lengthy memos – crisp and clear and to the point.

**Final Reflection/Memo      Sunday, December 16, 2018      30%**

**Note on the Final Reflection/Memo:** For your fourth reflection and final memo, we are asking you to structure your responses a bit differently than the prior ones. What we would like for you to do is look back over the course, the issues we addressed in the context of a very complicated political environment where many of the channels once used for advocacy campaigns are being superseded - whether for good or bad, successfully or not. And consider the changes in the ways people engage in society. You are asked to write a final **MEMO** up to 4 single-spaced pages to the next student who will continue the Advocacy work you have been doing. It should address the theoretical and skills learning of the course as well as your readings and field work. It should tell that student what you learned and how you have or have not been affected by the experience. It also must present a rigorous understanding of how this advocacy campaign is unfolding, the problems to be faced and the means to achieve the objectives of the campaign. Most important, it is a motivational piece to inspire your replacement to continue the hard work you have done and build on your accomplishments. While we want a rich description of what you have **DONE**, we also want you to use the learning from the readings, class sessions and speakers – as well as materials you read or prepared for your advocacy effort. **Each page should therefore have at least three citations.** You do not need to quote them, but tell us where you are looking in the readings (you can add the citations as footnotes if you choose).

Try to think about what represented significant learning for you – something you understand or understand more deeply as a result of the readings you have done for the class and the discussions and experiences that have ensued. Focus on a few (maybe three or four) that also reflect different readings, authors, and articles or chapters. We are particularly interested in challenges you may have found in mission, method, theory of change and understanding of how the world of advocacy works – and how you weigh in on the subject. In this memo about your Make The Road campaign, help your replacement understand your thoughts on how their team will need to address the advocacy campaign issues and perhaps your idea not only of caution and/or awareness, but how they could address those issues. While this is to the next students, this is also a chance for you to make clear how effectively you have read and can apply the theoretical academic elements of the class as you move forward to go into the field with Make the Road.

5. Please submit all written assignments electronically. Your final class grade will reflect your participation in class sessions, your three one-two page analyses, your fieldwork and journal reflections, and your final group presentation and final memo to the next class

### **NYUClasses and Readings:**

1. Much of the reading, many announcements, class related documents and other useful class information will be posted at the NYUClasses 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**

As a professional, you will need to use many resources that have been developed, authored and/or organized by others. Making great use of the work of others is a valuable professional tool – originality is not axiomatically a virtue. Honoring the hard work of those who prepared what you borrow and use is an issue of integrity. That lesson begins in your academic work. To refresh yourself on the rules of academic integrity, see <https://wagner.nyu.edu/current/policies/>

### **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 at [www.nyu.edu/csd](http://www.nyu.edu/csd) and click on the Reasonable Accommodations and How to Register tab or call or e-mail 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 offers a variety of [data services](#) to students.

**Please refrain from checking your emails or doing other computer/PDA activity during class other than that which is connected to the class– if you think that we do not notice, you are wrong.**

## Pre-Readings and Book Purchase:

Most of your readings are on-line or provided under NYU Classes Resources for Advocacy Lab. One very important book you should purchase is **This Is An Uprising** by Mark and Paul Engler (Nation Press NY: 2016). You can find it on line for about \$9. We will be reading most of the book.

The opening sessions of this course are intensive with a great deal to learn. We encourage you to prepare by reading in advance if you can. In addition to the readings listed in the syllabus, please do read the following all of which are linked below:

- 1) Make the Road New York mission: [here](#) (good to also read our history [here](#) and about our community [here](#))
- 2) Make the Road New York theory of change ( NYU Classes Session 1)
- 3) A couple of recent publications worth reading
  - 2016 state policy report ([here](#))
  - 2017 immigrant health care access report ([here](#))
4. Health: primer on immigrants and access to health care [here](#).

**THERE IS MUCH WE WILL NOT KNOW ABOUT THIS SEMESTER OR CANNOT ANTICIPATE BECAUSE YOUR ADVOCACY ENGAGEMENT DEPENDS ON MORE THAN YOUR OWN ACTIONS. THERE MAY BE CHANGES IN SESSIONS IF EVENTS CALL FOR THAT. THE SCHEDULE OF DELIVERSABLES 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**

## COURSE SESSIONS:

### Session I (Elcott)

#### **Mission and Vision: A Theory of Change and Organizational Mission**

**September 5, 2018**

Students will refresh or acquire the basic vocabulary that is critical to issue advocacy and organizing such as: deep listening and collaborative skills, standing on the balcony and turning up the heat, dialogue and debate, SWOT and other strategic-change models of engagement to produce change. We will begin to develop a Theory of Change applied to the organization(s) with which we are working.

We also will explore the ways that Americans organize for change, the web of relationships and a network of associations that provide significant benefits of social capital, personal meaning and tribal affiliation well beyond the confines of any particular institution. What roles do voluntary associations and social capital derived from participation in voluntary associations play in fostering civic engagement in the context of American democracy? Of particular interest is whether voluntary associations, the core of American public service commitment, demand participatory behavior in a world moving from a place in time to virtual associations no longer dependent on geography. The core questions:

- What impact will the shifts in the ways Americans participate as active citizens have on grassroots mobilization and community organizing?
- What is issue advocacy in the context of organizing and how it is different from other approaches to addressing community problems?
- We will identify the issue(s) that will engage us this semester and begin to learn about what needs to be done.

#### Readings:

- **\*\*This is An Uprising:** Introduction, Chapter 1: The Strategic Turn and Chapter 4: The Pillars
- Theda Skocpol, **Diminished Democracy: From Membership to Management in American Civic Life**, Univ of Oklahoma Press, 2003, chapter 6 “What We Have Lost.”
- Minieri, J. **Tools for Radical Democracy**. Introduction - Chapter 1;
- Reid, Elizabeth. 1999. Nonprofit Advocacy and Political Participation. In Boris, ET and Steuerle, Eds.: *Nonprofits and Government: Collaboration and Conflict*. Chapter 9: 291-325.
- **\*\*A Guide To Effective Nonviolent Action (2007)**, ch. 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)
- **\*\*Peter Ackerman, *Strategic NonViolence is Not Civil Resistance*, Sept. 2017,** [https://www.nonviolent-conflict.org/blog\\_post/strategic-nonviolence-not-civil-resistance/](https://www.nonviolent-conflict.org/blog_post/strategic-nonviolence-not-civil-resistance/)
- Greg Jobin-Leeds, ***When We Fight, We Fight To Win***, (New Press, 2016) chapter 4

#### **Session II: Make The Road: Building a Theory of Change and Organizational Mission. (Sarah) September 12, 2018**

(This could be about the students working with you based on what they have read to debate and develop MTR theory of change and use its mission as a case study)

(You could create the beginnings of a Logic Model for their work)

#### **Session III**

#### **Power and the Advocate as an Agent of Change (David)**

**September 19, 2018**

We will focus on a definition of power and the ways that power is used in the world of advocacy and organizing. In this context, we will begin to explore the role of an issue advocacy organizer and begin to assemble the qualities and skills that are crucial for a successful campaign. What allows us the right to intervene in the lives of a community? More important, we will take the issues of power head-on: What is power all about – for whom, over whom, with whom?

## Readings

- **\*\*This is An Uprising: Chapter 2: Structure and Movement and Chapter 6: The Act of Disruption**
- **\*\*Strolovitch, *Affirmative Advocacy: Race, Class and Gender in Interest Group Politics*, Chapter 3**
- **\*\*Naim, *The End of Power*, Basic Books, 2013, chapter 2: Making Sense of Power**
- **Frances Poletta, *Freedom is an Endless Meeting: Democracy in America*, Univ. of Chicago, Chicago, 2002 (sections TBD)**
- **The Community Toolbox, Univ. of Kansas, 2010, Chapters 30-35: Organizing For Effective Advocacy**
- **\*\*A Guide To Effective Nonviolent Struggle (2007), ch. 2 Power In Society, [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)**
- **The Public Policy Institute, The Realclout Toolbox, <http://realclout.org/materials/toolbox>**
- **Jobin-Leeds and Agitarte, *When We Fight We Win*, Chapter 4**

## Session IV: Power Analysis Case Study: Make The Road (Sara) September 26, 2018

(Case Study: Make the Road Doing the nitty-gritty research: Stakeholder analysis, allies, influential, targets and enemies)

## 1<sup>st</sup> Reflection                      Sunday, September 30, 2018

### Session V Terms of Engagement and Can A Revolution Be Tweeted? (David) October 3, 2018

For millennia, advocacy meant face-to-face action: petitioning the ruler, standing on a soap box in the public square, nailing your manifesto to the church door and storming the castle. There were serious limits to how far and wide you could engage others in your quest for change. Clearly, the conditions and capacities to effect change have dramatically increased, but does tweeting and posting on Facebook really qualify as advocacy? We will look at traditional forms of advocacy mobilization and engagement – door knocking, community organizing and union halls that lead to rallies and marches and then enter the cyberspace that could reach over 100 million people to sign on to Kony 2012. Students will examine various cases of advocacy engagement and begin to imagine the next stages of political action and advocacy.

## Case Studies: Will be assigned

### Readings:

\*\*Malcolm Gladwell, *Small Change, Why The Revolution Will Not Be Tweeted*, <https://www.newyorker.com/magazine/2010/10/04/small-change-malcolm-gladwell>

\*\*Zeynep Tufekci, *Twitter and Tear Gas*, (Yale Univ. Press 2017), ch 1 A Networked Public and Epilogue: The Uncertain Climb

\*\*David Karpf, *The Move On Effect*, (Oxford Studies In Digital Politics 2012), Chapter 4

\*\*Black Code: The Movie (trailer) <https://www.youtube.com/watch?v=Gv6bU-kOR14>

### Session VI: Make the Road Action Practicum (Sara)

**October 10, 2018**

A campaign analysis – what is our campaign, where are we going and why)

### Session VII: Advocacy Needs Funding: An Introduction to Nonprofit Grant Writing (David)

**October 17, 2018**

Fundraising is an essential skill for anyone looking to effect change, and grant writing is one of the most important tools in any fundraiser's toolkit. This session will help students gain an understanding of the grant writing, making, and reporting processes by covering essential grant-related vocabulary, major types of grants, and the standard parts of a grant application. Students will examine three real grant applications and practice determining a project or organization's eligibility and fit for specific funding opportunities.

### Reading:

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

### Guest Faculty Speaker

Dr. Lila McDowell oversees fundraising and communications as the Development Director for Hudson Link for Higher Education in Prison, a degree-granting college program providing higher education to men and women incarcerated in six prisons across New York State. Prior to joining Hudson Link Dr. McDowell worked for the Prisoner Reentry Institute at John Jay College of Criminal Justice, and for Exodus Transitional Community in East Harlem. She holds a doctorate in Education from Oxford University, where she conducted original research on how men in the Hudson Link program use higher education to make sense of their experiences and move forward with their lives. She also holds a Master's of Science in Educational Research Methodology, also from Oxford, and a Bachelor's in Public Policy from the University of Chicago.

- **\*\*This Is An Uprising: Chapter 7: The Whirlwind and Chapter 8: The Dividers**

- **\*\*Timothy Snyder, *On Tyranny*** (Tim Duggan Books, NY: 2017) Chapter 9: Be Kind to Our Language and Chapter 17: Listen for Dangerous Words (NYUClasses)
- 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/>

**Case Study:** Creating an ad campaign for immigration reform: What are the competitive images, language and heuristics?

## **2<sup>nd</sup> Reflection                      Sunday, October 21, 2018**

**Session VIII: Launching Our Campaign (Sara)**

**October 24<sup>th</sup>, 2018**

**Session IX: The Legislative Process: How Laws Move From an Idea to a Reality (David)**

**October 31, 2018**

The fact is, we want communities to organize and those most hurt by public policies to stand up and fight for the cause and assure that negative policies are changed. The reality is that this seldom happens. Revolutions are driven by small, dedicated individuals who can mobilize large constituencies and find effective ways to move decision-makers to change course. Along with all we have learned, we must understand where an advocate can have impact on the legislative process. How can we affect legislative action? To whom do we need to speak? How do we get bills on the floor of the legislative bodies and see them passed and signed in to law? This session will train us to be effective lobbyists on our issue.

There is no magic in the legislative process. It is often a slug match, slogging with glacial speed, attacks from all sides to ensure that the final bill accomplishes what each of the competitive 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 shutdown the process, and, of course, the roles that advocates and citizens can play. We will be guided through the ups and downs that experienced advocates have learned in getting legislation enacted.

- **\*\*The Rules of Lobbying:**  
[http://www.senate.gov/reference/reference\\_index\\_subjects/Lobbying\\_vrd.htm](http://www.senate.gov/reference/reference_index_subjects/Lobbying_vrd.htm)
- Kahn, ***Organizing: A Guide for Grassroots Leaders***, NASW Press, 1991, chapter 17: Politics
- **\*\* Lobbyist Regulation (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.

**Guest Speaker: David Farber**

David Farber combines his experience in both litigation and public policy to solve client needs. Having been trained as a litigator, Mr. Farber maintains a strong complex multiparty litigation practice, including serving as first chair in health care litigation, False Claims Act cases, and other commercial disputes. Mr. Farber also maintains a strong government advocacy practice before both the Congress and federal agencies, and has drafted and had passed legislation, as well as influenced and changed Agency policies, principally in the health care and insurance fields.

**Session X: Our Campaign Legislative Agenda (Sara)  
November 7, 2018**

(Rebecca Miller who was chief of staff for Assemblyman – now Senator – Braad Hoyelman – offered to do a session on lobbying in NY. She is fabulous – if I get funding I would ask her to be our organizer. She could present in this session along with MTR agenda for lobbying, legislative action)

**Session XI: Status, Legislation and the Courts: How to have impact on the Legal System to effect change  
November 14, 2018**

Often the greatest advocates for right rights have been the courts that overturned laws or referenda that oppressed individuals or identity groups. In other cases, courts have ruled unconstitutional legislation passed in support of civil and human rights. While courts claim impartiality, no one really believes that. Courts are aware of public opinion. So advocacy campaigns also can be applied to impact judges (and even juries). We will look at the legal process itself and then cases that, from our standpoint, were affected by advocacy campaigns that changed the hearts and minds of judges.

Questions to Consider:

1. How have the courts crafted principles that address status and where have the conflicts been?
2. What are the key court rulings that affect advocacy issues we see today?
3. What is happening in immigration law at this very moment – Federal, state and local? **To prepare, please read recent articles about the status of travel ban executive orders, challenges by states, cities and individuals, court rulings, and advocacy action.**

Materials:

- **\*\*A Fluid Boundary: The Free Exercise Clause and the Legislative and Executive Branches**  
<http://pewforum.org/newassets/images/reports/freeexercise2/freeexercise2.pdf>

- **\*\*Court Debate Over US Travel Bans**, Jurist, Sept 2017, (URL)
- **\*\*Supreme Court 101: Primer for non-Lawyers**, Heritage Foundation (URL)

**Case Study:** The Battle over Immigration: Refugees, asylum, undocumented?

**Guest Professor: Julie Ehrlich**

Prof. Ehrlich is the Assistant Dean for Strategic Initiatives and Chief of Staff as well as an Adjunct Professor of Clinical Law. Her specialty is reproductive rights

## **3<sup>rd</sup> Reflection                      Sunday, November 25, 2018**

**November 28, 2018**

**Session XII: Determining Success Before Success: Evaluation and Other Assessment Criteria (David)**

**November 28, 2018**

A campaign is ultimately successful if its mission is achieved and change takes place. Yet there are many steps in this process, success may be delayed and evaluation is crucial to succeed. There is an additional skill to acquire, for constant self-evaluation (personal and institutional) demands are ubiquitous and come in a variety of ways – 360 degree personal/professional evaluations, group assessments, responses to funding proposals, donor and government driven evaluations, media scrutiny, or successful or failed elections. Our interest is to apply our learning to the assessment and evaluation of an advocacy campaign. Evaluation is a crucial tool, allowing organizations and individuals to know where they are going and whether they are on track or, if not, to change course as needed.

### **Readings:**

- **\*\*This Is An Uprising:** Chapter 5: Declare Victory and Run and Chapter 10: The Ecology of Change
- **\*\*The Community Toolbox**, Univ. of Kansas, 2010, Chapters 40-44: Maintaining Quality and Rewarding Accomplishments
- **\*\*Resiman, et al., "A Guide to Measuring Advocacy and Policy**, (Annie E Casey Foundation, 2007)
- **James McDavid, *Program Evaluation and Performance***, Sage Publications, Thousand Oaks, CA., 2006
- **\*\*Evidence of Change: Exploring Civic Engagement Evaluation**, Building Movement Project, [http://buildingmovement.org/pdf/EvidenceofChange BMP.pdf](http://buildingmovement.org/pdf/EvidenceofChange_BMP.pdf)
- **\*\*Greg Jobin-Leeds, *When We Fight, We Fight To Win***, (New Press, 2016), Epilogue

Task: Creating Evaluation Mechanisms for Make The Road Campaign

**Session XIII: Advocacy Campaign Practicum: Moving Our Agenda Forward (Sara)  
December 5, 2018**

**Session XIV: Final Presentations – Portfolios Due (Sara and David)  
December 12, 2018**

**Final Reflection Sunday, December 16, 2018**