The purpose of the course is to deepen understanding of the theoretical and applied dimension of nonprofit advocacy, and to strengthen skills of influencing public policy, as nonprofit actors.

Learning Objectives:

- Deepening understanding of the critical role that nonprofit advocacy organizations play in democratic governance; setting boundaries of the policy agenda, elevating a policy issue and placing it on the agenda; using traditional and social media to engage the public and influence public opinion; making policy advocacy coalitions coalesce; and collaborating with advocacy networks to influence legislative outcomes.
- Critically applying theories of public policy advocacy to real life cases.
- Thinking creatively about complex public policy issues;
- Applying skills of policy analysis, framing and messaging, coalition building, community organizing, lobbying and evaluation of nonprofit advocacy in real life scenarios.

This course is a prerequisite for satisfactory completion of the Fellowship on Women & Public Policy.

<table>
<thead>
<tr>
<th>Class Meeting Date</th>
<th>Description</th>
<th>Assignments Due</th>
</tr>
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<tbody>
<tr>
<td>February 8, 2019</td>
<td>Theories of Public Policy Advocacy</td>
<td>Reflection Paper DUE: February 15, 2019</td>
</tr>
<tr>
<td>February 22, 2019</td>
<td>Policy Analysis</td>
<td>Reflection Paper DUE: March 1, 2019</td>
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<tr>
<td>March 8, 2019</td>
<td>Coalition Building, Community Organizing and Agenda Setting</td>
<td>Reflection Paper DUE: March 15, 2019</td>
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<tr>
<td>March 29, 2019</td>
<td>Framing, Messaging &amp; Lobbying</td>
<td>Reflection Paper DUE: April 5, 2019</td>
</tr>
<tr>
<td>April 12, 2019</td>
<td>Bringing it Altogether: Case Studies in Nonprofit Advocacy</td>
<td>Reflection Paper DUE: April 19, 2019</td>
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<tr>
<td>May 3, 2019</td>
<td>Class Presentations</td>
<td>Group Paper DUE: May 10, 2019</td>
</tr>
</tbody>
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REQUIREMENTS

**Class participation - 20% of total grade**

You are expected to actively engage in class discussions. It is impossible to have an active and informed participation without completing class readings.

Participation in each class is mandatory to secure a full participation grade. Excused absences are allowed only when you are experiencing extenuating circumstances that is beyond your control and approved by the instructor. Excused absences do not include participation in work, family events or work-related functions. Every unexcused absence will incur a reduction in the participation grade. No exceptions!

**Reflection Papers – 30% of total grade (5% for each paper) – Due a week after each class**

Each student is required to submit a total of 6 Reflection Papers. No late reflection papers will be accepted. Below are the questions you must address in each paper. Each reflection paper should be a minimum of two pages and a maximum of 4. You will receive feedback and a grade on each Reflection Paper by email within a week of submitting your paper.

1. **What am I learning?**
   o Pull together all the main themes learned from the readings and from class discussions. Summarize all key arguments.
2. **What is the value of what I am learning?**
   o What knowledge and skills did I gain or strengthen?
   o Critically analyze the value of the knowledge and the skills learned.
3. **How am I learning?**
   o Reflect on the different ways you have absorbed the knowledge and skills in class from readings, class discussions, and exercises.
4. **How will I apply this learning in my future career?**
   o No matter the sector you want to work in, this knowledge should be applicable in some way. Critically explore applications in different real life scenarios.
5. **What else do I need to learn about this topic?**
   o What gaps still exist in my knowledge of the topic discussed in the week’s readings and in class?
   o What will I do in the future to close any gaps that still exist?

**Group Assignments – 50% of total grade - Policy Advocacy Campaign Presentation – Due May 3rd, 2019 – Paper Due May 10, 2019**

This assignment will pull together all what you learned in this course. You will apply the skills and knowledge acquired in public policy advocacy theories; policy analysis; framing and
messaging, community organizing and coalition building. **You are expected to produce a group paper and a group presentation.**

**Policy Advocacy Plan Paper**
You are expected to develop a policy advocacy campaign plan. The following is a suggested outline for your advocacy campaign development process:

- Analyze a social problem by providing a detailed background about the issue, historical and current trends, how public perception have changed (or not) over the years, and how the issue has been addressed at the policy level in different states and localities.
- Identify policy alternatives to address the problem and predict the impact of each alternative on communities affected by the problem. Make sure to address any unintended consequences.
- Identify the most cost effective and politically feasible solution that would have the best possible outcome and the least adverse impacts. Make sure to identify the values that you used in your analysis and trade offs between values you made in your analysis of the policy alternatives.
- Conduct a stakeholders’ analysis to determine who is/was in support, who is/was opposed and who is/was “in between”/neutral. Examine the rationale, logic and reasoning that stakeholders cite for their positions.
- Produce a policy advocacy campaign plan. Your plan should include (a) problem analysis; (b) solution analysis, (c) policy alternatives and analysis, (d) advocacy recommendations, (e) stakeholders’ analysis, (f) policy advocacy plan materials (i.e. memos of support, letters, email messages, tweets, Facebook posts and other products you will use to reach different stakeholders. Include at least 2); and evaluation metrics (i.e. how you will define success).

The outcome of this assignment is 10 pages single-spaced group paper that discusses components of a plan for your public policy advocacy campaign (for or against your policy issue). Your campaign plan must be designed to influence opinion, mobilize grassroots action, shape public policy, raise awareness and engage policy influencers.

**Policy Advocacy Plan Presentation**
Each group will have 15 minutes to present the policy advocacy campaign. Your campaign should address the following:

- Provide a background on the social and the policy issue;
- Discuss policy alternatives and rationale for the recommended alternative.
- Identify stakeholders who have are leverage points for change.
- Present plan materials such as a mock-up of a website, letters, phone call script, lobbying meeting scripts, email messages, #hashtag, blog, tweets & Facebook posts; and
- Identify your metrics for success (what will you measure? what does success look like?)

Groups of 4 students will come together to work collaboratively on the group assignment. Group assignments culminate with a class presentation on May 3rd, the final day of class. Each member of the group will receive the same grade on each group assignment submitted collectively. This is an exercise in team building and working effectively in teams. You will be expected to
practice this critical skill as you move through the group assignment and ensure that each member of the team contribute substantively and equally to the collective effort.

**DETAILED SCHEDULE**

Below are detailed dates and a list of required readings for each class.

**CLASS 1: FEBRUARY 8, 2019 - 10:00 AM – 12:00 PM- THEORIES OF PUBLIC POLICY ADVOCACY**

1.1. Required Readings/Viewing


- The Freedom to Marry 2016. This documentary chronicles the true story of a dramatic, decades-long campaign to achieve marriage equality in the United States. If you have a Netflix account, please locate the documentary at https://www.netflix.com/title/80158397. You can also rent the documentary on Amazon for $0.99. The documentary is 1h 26m.

1.2. Recommended Readings


**CLASS 2: FEBRUARY 22, 2019 – 10:00 AM – 12:00PM - POLICY ANALYSIS**

2.1. Required Readings


**CLASS 3: MARCH 8, 2019 – 10:00AM – 12:00PM – COALITION BUILDING AND COMMUNITY ORGANIZING**

3.1. Required Readings

3.2. Recommended Readings


CLASS 4: MARCH 29, 2019 – 10:00AM – 12:00PM – FRAMING, MESSAGING & LOBBYING

4.1. Required Readings


4.2. Recommended Readings/Viewing


CLASS 5: APRIL 12, 2019 – 10:00AM – 12:00PM – BRINGING IT ALL TOGETHER: CASE STUDIES IN NONPROFIT ADVOCACY

5.1. Required Readings/Viewing

  - Case 1: Solid Waste Management and Environmental Justice – Read Narrative and Watch Video
  - Case 2: Child Welfare and Foster Care – Read Narrative and Watch video
  - Case 3: Education Finance Equity – Read Narrative and watch Video

CLASS 6: APRIL 26, 2019 – 10:00AM – 12:00PM – PANEL OF NONPROFIT ADVOCACY LEADERS AND EVALUATION OF NONPROFIT ADVOCACY

6.1. Required Readings
Advocacy for Social Change – PAD 687


6.2. Recommended Readings

6.3. Panel of Nonprofit Advocates
- Environmental Advocates of New York State
- New York State Coalition against Domestic Violence
- Prevent Child Abuse
- Planned Parenthood: Empire State Acts

CLASS 7: MAY 3, 2019 – 10:00AM – 12:00PM – GROUP PRESENTATIONS

Each group will have 15 minutes to deliver their presentation and 5 minute for Q&A. Each member of the group is expected to present a portion of the group presentation and take turns answering questions.

GROUNDRULES & POLICIES
- Class Attendance: You are expected to attend, arrive on time and stay for the duration of the entire class. Failure to do so could affect your ability to achieve course objectives and could impact your participation grade, reflection paper grade and final grade. You are expected to notify me if you anticipate being absent from class and the excused reason for any absences or tardiness.
- Use of electronic devices: Use of cell phones, computers or other electronic devices are not allowed in class, unless otherwise indicated. The class is based on group collaborations and in-depth communications. Use of electronic devices are distracting and disruptive to this process not just for the individual user but for everyone in class.
- Individual reflection papers and group assignments are expected to be submitted on time. They are due on the date specified. They can be emailed. Extensions will be granted only when you are experiencing extenuating circumstances. If the paper is late without an approved extension, your grade will be affected.
- A Grade of Incomplete cannot be granted for this course. The collaborative work involved in the class assignments does not lend itself to be completed individually.
- Group members are expected to contribute equally to the final product. This is an exercise in team building, conflict mitigation and partnership work, not unlike what professional advocates face every day in coalition work. If conflicts arise, you have the
option of resolving conflicts internally, or seeking instructor mediation. All group members will receive the same grade for group assignments.

- It may be necessary to make adjustments to the syllabus during the semester should we encounter unforeseen circumstances. You will be receiving notifications about any changes in writing and verbally.
- As a community of learners, we respect everyone as an equal member of the community. We can attack ideas, but not the person making them. When we attack ideas, we take great care to communicate our disagreements respectfully and in a way that does not alienate any member of our community.
- A large segment of your overall grade is allocated to class participation. Come to class prepared to ask questions, discuss the readings and engage proactively in group activities.
- All readings are included in a Dropbox folder that is shared with everyone.
- Additional handouts will be distributed in class.
- If you have any questions, please email or call. Please allow 48 hours before expecting a response. If it is an urgent matter, please let me know and I will do my best to respond immediately.
- I will provide feedback to each of you on each reflection paper and group assignment. Please allow 7 days before expecting feedback.
- Satisfactory completion of this course is a prerequisite to successfully graduating from the Fellowship on Women & Public Policy.

**Grades**

The following grading scale is used. Your grade is a culmination of the individual and group work you have done throughout the semester. Evaluation criteria include mastery of concepts; application of critical thinking and an analytical lens; creativity and originality of ideas; grasp of theoretical constructs; organization of ideas; and understanding of materials.

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>E</td>
<td>Failure</td>
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</tbody>
</table>
STANDARDS OF ACADEMIC INTEGRITY

Please read the excerpt below to understand the University policies regarding plagiarism and multiple submissions.

“**Plagiarism:** Presenting as one's own work the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else). Some examples of plagiarism include copying, paraphrasing, or summarizing without acknowledgment, submission of another student's work as one's own, the purchase/use of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one's reliance on other sources is also a form of plagiarism. Students are responsible for understanding legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness. Examples of plagiarism include: failure to acknowledge the source(s) of even a few phrases, sentences, or paragraphs; failure to acknowledge a quotation or paraphrase of paragraph-length sections of a paper; failure to acknowledge the source(s) of a major idea or the source(s) for an ordering principle; failure to acknowledge the source (quoted, paraphrased, or summarized) of major sections or passages in the paper or project; the unacknowledged use of several major ideas or extensive reliance on another person's data, evidence, or critical method; submitting as one's own work, work borrowed, stolen, or purchased from someone else.”

**Multiple Submission:** “Submitting substantial portions of the same work for credit more than once without receiving prior explicit consent of the instructor to whom the material is being submitted.”

For more information about the University’s policies please visit:
http://www.albany.edu/graduatebulletin/requirements_degree.htm#graduate_grades

Plagiarism or multiple submissions provide sufficient grounds for receiving a failing grade in this course.