

Online Course – Spring 2003  
**PAD 664: Nonprofit Lobbying, Advocacy and Government Relations**  
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### **Introduction**

This *online* graduate-level course is designed to prepare current and future nonprofit leaders with the skills and knowledge to pursue effective relationships with government and to influence public policy decision-making on behalf of mission-related goals. It stresses advocacy, lobbying, and voter education as key strategies for educating policymakers, the media and the public.

### **Overview of the SUNY Learning Network**

This course is offered wholly online via the SUNY Learning Network (SLN). The SLN is a growing consortium, currently with 53 campuses in the SUNY System who have joined together to offer graduate and undergraduate online courses. The SLN is an Asynchronous Learning Network (ALN). An ALN is a new approach to teaching and learning that is student centered. It eliminates the constraints of time and location that higher education normally places on students.

ALNs also emphasizes innovative instruction and learning. The activities of a traditional class are the same—students read course materials, write papers, do research, and communicate with their instructor and fellow students. The students, and the faculty, use technology to accomplish these tasks. The course design facilitates these activities through a computer network. The learning is both interactive with faculty and collaborative with other students. Faculty and students can also leverage the wealth of resources available through the Internet to support this instruction.

In an online college course the instructor and students are connected to each other through the Internet. Using the Internet, you can at any time receive instruction, compose and submit assignments, ask questions of the instructor and other students, discuss issues and actively participate in the class all from your home, your office, or the nearest campus computer lab. Depending on the faculty member and the discipline, courses may also incorporate other web based materials, textbooks, application software, simulations, and even learning activities outside of the Internet like experiments, observations, or other projects.

### **Overview of the Course**

Throughout history, charitable organizations have made important contributions to the quality of life most Americans enjoy. In fact, according to John Gardner, founder of Common Cause and former Secretary of the Department of Health, Education and Welfare, “virtually every far reaching social change in our history has come up in the nonprofit sector: the abolition of slavery, the reforms of populism, child labor laws, the vote for women, civil rights and so on.”

This course is predicated on the belief that lobbying and advocacy are fundamental components of the representation role of charitable organizations. Through public policy advocacy, including lobbying, voter education, and media relations, charities can greatly extend their impact, conferring benefits on persons far beyond the reach of their program services. The societal benefits of their activities can hence be

measured both in the public outcomes they promote and in greater citizen participation, which strengthens our democratic way of life.

Nonprofit managers, furthermore, have a powerful stake in the development of the laws and regulations that support and regulate the programs their organizations provide. In short, understanding the importance of the lobbying role of nonprofit organizations and having the skills to effectively participate in the public policy process are core competencies of effective nonprofit management. This course thus presents the opportunity to prepare current and future nonprofit leaders with the requisite skills to engage government as a partner in a political as well as a social and a financial context.

In the first third of the course we will address the nonprofit sector's relationship to its external environment. We will survey the history of nonprofit roles and activities in the civil society sector, trends in government-nonprofit relations, and the powerful external factors that currently impact the management of nonprofit organizations. We will also learn how an organization makes plans for responding to changes in its external and political environments. The rest of the semester will be spent on practical aspects of the design and execution of effective advocacy and government relations strategies. Topics covered will include organizing for advocacy; selecting appropriate advocacy issues, goals, and objectives; navigating the legislative process; the scope of permitted lobbying activities; the mobilization of community support; and the use of the media and the Internet.

This course is a singular opportunity for you to learn about the external forces that impact nonprofit organizations and the way in which organizations respond to these factors, particularly in the realm of public policy—so take advantage of this opportunity! Read the materials; think about the issues; be curious; ask questions; listen to the points of view and arguments raised by your colleagues in the discussions; and respond to what your colleagues are saying in the discussion list. What you will get out of this course is directly proportional to what you are willing to put into it. If you are willing to put in that effort, there will be a great deal of benefit for you. I will do everything I can to make this a rewarding learning experience for you.

### **Course Objectives**

The material in this course reflects our MPA program's mission to combine the conceptual and practical application of administrative knowledge (Mission element #1A); to develop an awareness of professional ethics, diversity and globalism (Mission element #1B); and to improve skills in information technology (Mission element #2B).

An over-riding objective of this course is to improve your problem-solving and analytical-thinking skills via a critical examination of nonprofit policy advocacy. The goal is that this will both enhance understanding and strengthen administrative skills in dealing with the policy process. In particular, through selected readings, written assignments, and active participation in class discussions, students will gain a thorough understanding of the following areas of public policy advocacy by nonprofit organizations:

- ◆ The theoretical and historical significance of nonprofit lobbying and policy advocacy
- ◆ The political, legal, social, and cultural context in which nonprofits operate
- ◆ The selection of appropriate advocacy issues, goals, and objectives
- ◆ Familiarization with the different forms of nonprofit advocacy and lobbying
- ◆ The legal structure governing nonprofits' participation in the public policy process
- ◆ Building internal and external capacity to participate in public policy advocacy
- ◆ Marshalling resources effectively for an organization's advocacy efforts
- ◆ Increasing an organization's capacity to encourage citizen participation
- ◆ Engaging in effective, sustainable and accountable public policy lobbying and advocacy.

This course is further designed to help you augment your administrative skills in several specific ways. First and foremost, you will develop a set of analytical tools for designing an appropriate advocacy strategy for a nonprofit organization of your choice. You will also enhance skills in conducting research in nonprofit management and public policy advocacy—especially using online library databases and the Internet to find information on pressing advocacy issues and contemporary policy debates. Through your work, you will also learn the following skills:

- ◆ How to write effective policy memoranda
- ◆ How to conduct an “environmental scan” in support of determining an organization's strategic advocacy goals
- ◆ The secrets of writing powerful op/ed pieces
- ◆ How to create and issue a press release
- ◆ Crafting effective and compelling messages for the media and the public
- ◆ How to conduct a “power analysis” and develop “talking points” for meeting with state, local and federal legislators
- ◆ The use of the Internet for furthering an organization's advocacy and education roles.

Lastly, through the course assignments and class discussions, the goal is that you significantly enhance your discussion and written communication skills.

### **Course Materials**

There are several required textbooks for this class. The easiest way to obtain them is through the SUNY Brockport Bookstore at 585-395-2554. I have also supplied the ISBNs if you are interested in ordering the texts through an alternative source.

- Bob Smucker. 1999. *The Nonprofit Lobbying Guide*. 2nd ed. Washington, DC: Independent Sector. 144 pages. ISBN: 0-929556-00-3
- *How to Tell and Sell Your Story: A Guide to Media for Community Groups and Other Nonprofits*, Part 1. Washington, DC: Center for Community Change. Special Issue, 1999. Second edition. 66 pages. ISBN: 1-890874-09-4
- *How to Tell and Sell Your Story: A Guide to Developing Effective Messages and Good Stories about Your Work*, Part 2. Washington, DC: Center for Community Change, Spring 1998, Issue 20. 48 pages. <http://www.communitychange.org>
- Marcia Avner. 2002. *The Lobbying and Advocacy Handbook for Nonprofit Organizations: Shaping Public Policy at the State and Local Level*. St. Paul, MN: Amherst H. Wilder Foundation. 230 pages. ISBN: 0-940069-26-1
- Course Reading Packet. Contains a variety of photocopied readings (order through bookstore only).

In addition, you should order the following publication directly from the Independent Sector (tel: 888-860-8118) or <http://www.independentsector.org>. Single copies are free. You can also download the reading from their web site.

*The New Nonprofit Almanac IN BRIEF: Facts and Figures on the Independent Sector*. 2001. Washington, DC: The Independent Sector. ISBN: 0-929556-07-0

Be sure to check the Course Schedule for a comprehensive list of readings and due dates. Specific readings for individual modules are also listed in the “What’s Due When” section at the beginning of each module. You will normally be asked to review several brief case studies online for each of these modules.

### **Methods of Instruction**

The following learning activities apply to each of the 8 Modules in the course:

1. Complete the assigned readings.
2. Read the mini-lectures.
3. Read the assigned case study material.
4. Create and submit a discussion question for the discussion section(s) in the module.
5. Respond publicly to some or all of the questions submitted by other students.
6. Reply to all students who respond to your question.
7. In each module I may pose one or more questions in the “Talk with the Professor” area. When I do, you must discuss them with me and the other students.
8. For Modules 3-8, there is also a written assignment due on the last day of that section.

*Reading Assignments:* Your weekly reading assignments are listed in the Course Schedule in the “Course Information” section of the Course Map as well as in the “What’s Due When” section at the beginning of each Module. The course readings do an excellent job in presenting the most crucial aspects of the course material. I expect you to read the assigned readings with understanding, but I also expect each of you to actively participate in an intelligent, on-going discussion of the course content. If you have questions, ask them. If you think something is interesting, important, or even stupid, so say.

*Mini-Lectures:* Each module begins with one or more mini-lectures. These mini-lectures serve to highlight especially interesting, important, or difficult material. Students are strongly advised to read these lectures because they provide the necessary framework for the assigned readings. If you take time to read them before beginning your reading assignments, you will find it much easier to organize the material and focus on the primary concepts. Many students also find it useful to review these lectures before doing the writing assignments. You may want to print these mini-lectures to make them easier to read and for future reference.

*Case Study Analyses:* For each module I have assigned a case study or case studies for you to review. These cases have been chosen to shed light on important aspects of the material covered in the readings. They serve to provide an important context to your comprehension and discussion of the core concepts. In some modules, these cases function primarily as additional reading material; in other modules we will enter into involved *discussions* of the case material. Sometimes I will lead off with a few specific questions, and other times I will ask you to start the discussion by submitting your own questions to the rest of the class.

*Student-Led Discussions:* In every module you will find a Student-Led Discussions area. These are just like a classroom discussion. Here, for each of the two discussion topics in each module you will ask a “critical thinking” question about some subject in the readings, get responses from other students, and reply to those responses. Here, too, you will answer the questions posed by other students and they will reply to your answers. Discussions will open on Mondays and last two weeks; you are welcome, however, to keep up these “virtual discussions” as long as you wish. The idea here is for each student to lead a discussion with the other students about some important issue introduced in the readings. A large percentage of your final grade is determined by your participation in these discussions. You are responsible for maintaining the quality of the discussion thread you lead. Every posting to a discussion should add something substantive. I expect a minimum of 3 log-ons per week / 10 posts per log-on.

*Talk with the Professor:* In each module there is a “Talk with the Professor” area. In this area I will sometimes ask discussion questions which each student should respond to. Also, in this area you may ask me questions, which I will respond to. Most often, I expect these questions (mine and yours) will be related to the discussions or the readings—but no relevant topic is “off-limits.”

*Ask a Question:* Most documents you will be reading online have an “Ask a Question” button at the bottom of the page. You use this link when you have a question about the assignment or about whatever document you are reading at the time. When you use this button, it creates a discussion thread that the professor and other students can participate in. It is the equivalent of “raising your hand” in the

classroom. Do not use this area to post your discussion questions. It is only for questions about the assignment document you are reading at the time.

*Written Assignments:* Five 1-2 page written assignments are given in Modules 3-7, with a longer, final project due at the end of Module 8. Note that "page length" refers to standard 8.5" x 11" pages, not your computer screen. Most computer screen "pages" are significantly shorter than typed pages. Please see individual assignments for length requirements in words. Students are encouraged to use additional outside sources. The "Links for Further Information" section of each module is a useful place to look for additional sources. Another great resource to use is the SUNY Brockport Campus Library link on the course information page. Here you can not only find Internet resources, but the correct way to cite them in your papers, too (you are to cite any sources you use in the text of your paper, and list them at the end on a "Works Cited" page). Check the Course Schedule for exact due dates. You will normally submit your papers to me by attaching a word-processing file to the assignment document. Instructions for submitting attachments are available in the Student Orientation (an Icebreaker activity). Specific instructions for attaching files are also given on the assignment documents.

*On-Line Office Hours:* Do not email me—e-mail is not part of the course. Instead, use your Private Folder in the "On-Line Office Hours" module for private communications. Also, remember to check your private folder often in case I leave a message for you.

### **Assignments & Grading**

<b>30%</b> Class Participation & Discussion	
<b>10%</b> Environmental Scan memo	<b>March 3</b>
<b>10%</b> Selecting Mission-Appropriate Issues & Goals Worksheets	<b>March 17</b>
<b>10%</b> Stakeholder Analysis Memo	<b>March 31</b>
<b>10%</b> Op/ed piece	<b>April 14</b>
<b>10%</b> Talking Points/Power Analysis memo	<b>April 28</b>
<b>20%</b> Final Project - Strategic Advocacy Plan	<b>May 9</b>

### **Grading Scale**

95% - 100% = A  
90% - 94.9% = A-  
85% - 89.9% = B+  
80% - 84.9% = B  
70% - 79.9% = C  
Below 70% = E

I will evaluate your performance in this class based on the following learning activities:

#### ***Five Brief Written Assignments:***

- *Environmental Scan Memo:* Each student will conduct an "environmental scan" of a chosen organization.
- *Selecting Advocacy Issues and Goals Memo:* Memo and worksheet assignment on matching an organization's advocacy plans with its overall strategic goals.
- *Stakeholder Analysis:* Each student will perform a stakeholder analysis for an organization of his or her choosing.
- *Op/Ed Article:* Each student will write an "op/ed" piece on a subject related to the course material.
- *Talking Points/Power Analysis Memo:* One-page write-up of "talking points" to deliver to a specific legislator in conjunction with a "power analysis" of that legislator.

### ***Culminating Project: Strategic Advocacy Plan***

Over the course of the semester, each student will work intensively on a strategic advocacy plan for a specific nonprofit organization of his or her choice.

\*\*\*A note on all written assignments. I expect that papers will be original work, clearly written, well organized, grammatically correct and free from typographical and spelling errors. Written assignments will be accepted after the due date, but there will be an immediate penalty of 10%, with a further 5% penalty each additional day.

### ***Participation in Student-Led Discussions***

Active participation in the classroom is an essential element of all graduate classes. This is especially so in all online classes. For optimal discussion to occur, it is imperative that you develop ideas and ask questions that are relevant to the subject matter. Such participation is difficult, however, unless you have fully read and absorbed the readings.

New topics for discussion will be posted in every module during the term. You will be expected to take an active part in all online discussions. Active participation for each topic consists of, at minimum, logging in three times per week on different days and responding to the original item and to at least one other student's response. Students are encouraged to respond more frequently. Note that posting several responses on the final day of discussion does not constitute fulfillment of the discussion requirement. Responses should be concise, thoughtful, informed, and to the point.

Discussion is rated on quality as well as quantity. Discussion responses should indicate thought and show familiarity with the assigned readings and issues. "Chat" or overly-general responses do not fulfill the discussion requirements. Responses must be made within the appropriate module schedule. Late submissions to discussions are welcome, but are not included in the evaluation of your course activities.

#### *Hints for high-quality participation:*

1. Log on at least 3 times a week (on three different days) for about 2 hours each time (6 hours per week recommended). Use this time to participate in the discussions and to post assignments. If you do not post a document, no log-on is recorded. For attendance purposes, make sure you post every time you log onto the course. I also expect you to spend at least 3 hours per week off the computer completing the assigned readings.
2. Very important—post your discussion questions in the discussion area within the first 2 days that the module is open.
3. Do a good job of maintaining quality in the discussions you lead. Lead by example and by command! In other words, use good grammar, not "Internet Slang." If other students are not participating in your discussion threads, find out why and do something about it.
4. Make high quality contributions to the student-led discussions. It is probable that if you are an active participant in the discussions led by other students, they will actively participate in yours.

#### **Details:**

- 1) The questions you ask in the discussion section should be thoughtfully developed and carefully worded. These questions should address issues or concepts from the readings that you find particularly important. I will use the following 5 criteria to evaluate your questions:
  - a. Relevance - your question must be relevant to the material in the unit of study.
  - b. Importance - your question must address a significant issue in the chapter.
  - c. Thought-provoking - your question must require high-level thought, not a simple "look-up" in the textbook.
  - d. Originality - you must not ask a question that is essentially the same as a question posed by another student.

- e. Timely - Your question must be posted early in the Module so that the other students have an opportunity to respond and you have time to facilitate a good discussion thread.

2) Your responses to questions posed by me and by the other students will be evaluated based on the following 6 criteria:

- a. Is your answer correct?
- b. Is your answer thorough?
- c. Is your answer focused - to the point?
- d. Is your answer well-organized?
- e. Is your answer well-written?
- f. Is your answer original?

*Note:* What is a low quality response? Responses such as: “I agree,” “Good question” or “Good answer.” Any response which is just your opinion, or is unsubstantiated - any response which is carelessly typed, poorly thought-out, grammatically incorrect or confusing - any response which is disrespectful of another student or any other person, etc. A high quality response contains information from the textbook or another valid source, or applies a concept from the text in a meaningful way, or facilitates understanding of the course material.

3) You must respond to some or all of the questions posed in both the “Student-Led Discussions” and the “Talk with the Professor” areas. The more discussion threads in which you participate, the better your grade will be in this component.

Note that each student you respond to must reply to your response. Also, when students answer questions you submit, you must reply to them. I will be evaluating the quality of your submissions too, not just the quantity.

Above all, remember this ideal: *Your goal should be to teach the rest of us something with each post!*

I hope you're getting the idea that your active participation in these discussions will become the heart of the course. I think that this is the best way to teach you about nonprofit advocacy while at the same time providing you with continuing opportunities to practice both thinking and communicating online.

### **My Expectations**

This is a graduate-level course, so you will be busy! You have about 16 weeks to complete 5 brief papers and a substantive final project. I suggest that you print out the Course Schedule, which is the next document in this section, and hang it by your computer. This is a 24/7 course: available 24 hours a day, seven days a week. Pace your on-line and off-line activity with this in mind. If you don't keep up, you will find it nearly impossible to catch up! On that note, you will be more successful, and you will get more out of this course, if you work a couple hours at a time instead of trying to “catch-up” in one sitting.

I will open each successive module by 3:00pm on the Monday it is assigned. I expect the successful student will spend an average of about 9-10 hours per week on this course. Although that may seem like a lot - remember this: A traditional classroom-based course requires 3 hours of “seat time” in the classroom, plus 2-3 hours outside of class for each hour in class. Add it up - it's a lot of time.

Above all, I will expect you to take responsibility for your course work. I am here to help you in any way that I can but, ultimately, the responsibility for your success in the course is your own. Experience suggests that students who maintain contact with me, who submit assignments in a timely fashion, who participate in the discussions frequently and ask insightful questions are usually highly successful. Students who take short cuts on their reading assignments, who “lurk” in the discussions without sharing their thoughts and ideas, who consistently miss deadlines for written assignments, and who don't ask questions are the ones who don't finish the course or do poorly. Each module builds on the previous ones,

therefore do not be tempted to skip reading assignments and expect to be able to understand the later parts of the course.

I expect frequent participation in the online discussion and activities. This course is designed so that you must complete the readings to be able to discuss topics in an informed fashion. I will check in often to facilitate the discussion and to provide direction, but the discussion is dependent on you. You are asked to respond to both the original discussion items and to each others' responses. This online portion is in lieu of classroom discussion, so treat it like a conversation. Think about how you would feel if you made an observation in a classroom situation and no one responded! You need to check in at least three times per week and comment on the original item, agree or disagree with each others' ideas, or ask a question.

Without exception, I expect you to participate in and contribute to a respectful environment. We can all "agree to disagree" on contentious political issues. Feel free to take exception with something that I or one of your fellow students has written. You must, however, do so in a respectful manner.

I also expect you to use correct grammar, spelling, and all other forms of usage in all of your work, including discussion responses. Use complete sentences and express complete thoughts. Please proofread all submissions.

I am here to help you accomplish your goal of successfully completing this course. I promise that my comments will be constructive and helpful. If something you are doing is not up to standard, I will let you know and suggest ways to improve your work. Above all, please keep in touch. If you are having trouble with something and don't understand, let me know. Please don't let little problems go unresolved until they become big problems.

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## Schedule of Topics

### Module One (January 21 – February 3): Icebreaker Activities

- Introduction to the course and to each other. Review syllabus, schedule of assignments, and expectations for the course.
- Familiarization with the course content and working environment.
- Learning and practicing the core skills required to navigate the online environment.

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### Module Two (February 3 – February 17): History and Scope of the Nonprofit Sector

- History, size and scope of the nonprofit sector.
- Examination of the rise and purported decline of civil society—Is social capital declining?
- Understand the important roles that nonprofit organizations have in fostering a civil society.

#### Required Readings:

- *The New Nonprofit Almanac IN BRIEF: Facts and Figures on the Independent Sector*. 2001. Washington, DC: The Independent Sector. 20 pages.
- Alexis de Tocqueville. "Political Associations in the United States." Reprinted from: *Democracy in America*, Volume 1, Chapter 12. Phillips Bradley Edition. [article #1 in course reading packet]
- Putnam, Robert. 1995. "Bowling Alone." *Journal of Democracy* 6 (1) [article #2 in course reading packet]

- Gary Wills. “Putnam’s America.” *The American Prospect* v. 11, no.16 (July 17, 2000): 7 pp. [article #3 in course reading packet]
  - Rochester Area Community Foundation. 2001. “50 Ways to Grow ‘Social Capital’ in Your Community and Life.”
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### Module Three (February 17 – March 3): The External Environment of Nonprofit Organizations

- The changing external environment of nonprofit organizations
- Scanning your organization’s environment
- Become familiar with how the demographic and institutional context impacts the management of nonprofit organizations

**\*\*\**Environmental Scan memo due 3/3***

#### Required Readings:

- Van Til, Jon. 1994. “Nonprofit Organizations and Social Institutions.” *The Jossey-Bass Handbook of Nonprofit Leadership and Management*. pp. 44-64. [article #4 in course reading packet]
  - Center for Community Change, *How and Why to Influence Public Policy*, pp. 1-8, 34-37 [article #5 in course reading packet]
  - Stillman, Richard. “The General Environment: The Concept of Ecology,” pp. 80-100. [article #6 in course reading packet]
  - Drucker, “The Age of Social Transformation.” *The Atlantic Monthly*. November, 1994. Volume 274, No. 5; pages 53-80. [article #7 in course reading packet]
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### Module Four (March 3 – March 17): Planning for Advocacy: Selecting Issues and Goals

- Strategic planning for advocacy and external relations
- Organizing internal decision-making
- Developing public policy goals and selecting issues

**\*\*\**Selecting Advocacy Issues and Goals assignment due 3/17***

#### Required Readings:

- Marcia Avner, *The Lobbying and Advocacy Handbook*: Introduction, Chapter 1, Chapter 2.
  - Smucker, Bob. 1999. *The Nonprofit Lobbying Guide*. 2nd ed. Washington, DC: Independent Sector. Chapter 7.
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### Module Five (March 17 – March 31): Coalition Building and Advocacy Arenas

- Mobilizing the grassroots: community organizing and coalition-building
- How to identify potential stakeholders
- I identify and analyze the interests of the stakeholders in a partnership

- The basics of developing successive advocacy coalitions and partnerships

**\*\*\*Stakeholder Analysis assignment due 3/31**

Required Readings:

- *Oxfam and International Debt Relief Advocacy*. Electronic Hallway. [article #8 in course reading packet]
  - Smucker, Bob. 1999. *The Nonprofit Lobbying Guide*. 2nd ed. Washington, DC: Independent Sector. Resource D: "How to Win the Advocacy Game."
  - Center for Community Change, *How and Why to Influence Public Policy*, pp. 9-20.
  - Marcia Avner, *The Lobbying and Advocacy Handbook*: Chapter 3.
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**Module Six (March 31 – April 14): Media Relations Strategies**

- Telling and selling your story
- The basics of message development
- Crafting and "framing" messages
- Designing a media relations strategy

**\*\*\*Op/ed piece due 4/14**

Required Readings:

- Smucker, Bob. 1999. *The Nonprofit Lobbying Guide*. 2nd ed. Washington, DC: Independent Sector. Chapters 3, 8.
  - *How to Tell and Sell Your Story: A Guide to Media for Community Groups and Other Nonprofits*, Part I.
  - *How to Tell and Sell Your Story: A Guide to Developing Effective Messages and Good Stories about Your Work*, Part II.
  - Marcia Avner, *The Lobbying and Advocacy Handbook*: Chapter 3 (re-read pp. 115-118); Appendix D (pp. 160-170)
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**Module Seven (April 14 – April 28): Legislative and Grassroots Lobbying Techniques**

- Overview of the scope of permitted public policy-related activities
- Familiarization with the legislative process
- Direct and indirect lobbying tactics and techniques
- Learning how to "move" a target using power analyses
- The development of talking points for lobbying visits

**\*\*\*Talking Point / Power Analysis memo due 4/28**

Required Readings:

- Smucker, Bob. 1999. *The Nonprofit Lobbying Guide*. 2nd ed. Washington, DC: Independent Sector. Chapters 1, 2, 4, 5, 9, 10.
- Center for Community Change, *How and Why to Influence to Public Policy*, pp. 21-32, 38-40.

- Marcia Avner, *The Lobbying and Advocacy Handbook*: Chapter 4, Appendix C, Appendix D (pp. 156-9).
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## Module Eight (April 28 – May 9): Internet Advocacy

- The advocacy possibilities created by the Internet and computer-mediated communications.
- Using information technology to enhance advocacy and media relations goals

**\*\*\*Final Project (Strategic Advocacy Plan) due 5/9**

### Required Readings:

- *The Virtual Activist 2.0* A training course by *NetAction*, presented by Audrie Krause, Michael Stein, Judi Clark, Theresa Chen, Jasmine Li, Josh Dimon, Jennifer Kanouse, and Jill Herschman. [article #9 in course reading packet]