COURSE DESCRIPTION Nonprofit organizations do not exist in a vacuum, in fact, their very existence is sanctioned or made possible through government laws and regulations. Nonetheless, that does not mean that they are mere supplicants of the government; nonprofits are sensitive to, interact with, and engage in the public policy process in important ways. This graduate-level course offers an overview of the roles U.S. based nonprofit organizations play in the public policy process. The course is concerned with the activities nonprofits engage in to influence public policy decisions.

Course Objectives: This course is designed to deepen our awareness and understanding of the complex dynamics of nonprofit-government relations and the role nonprofits play in State and U.S. public policy process. The course will focus on (1) the public policy process and (2) how nonprofit organizations participate in that process through advocacy activities which include direct lobbying (to influence a legislative body) and indirect grassroots efforts and public relations (to influence public opinion). It will also provide a global perspective.

Upon Completion of this Course: You will be familiar with the public policy process. You will be familiar with the advocacy roles nonprofits play in the public policy process. You will be familiar with the practice of advocacy i.e., direct and indirect lobbying activities. You will be sensitized to the challenges such nonprofits encounter in those roles. You should be comfortable participating or advising on influencing public policy.

Course Requirements: Assigned readings before each class. Actively participate in class discussions. Be respectful of other students’ ideas and experiences. Think.

READING MATERIALS You will need the following Textbooks for this Course:


(3) Avner, Marcia (with Wise, Josh (CON), Narabrook, Jeff (CON); Fox, Jeannie (CON); Brown, Susie (CON)) (2013). The Lobbying and Advocacy Handbook for Nonprofit Organizations: Shaping Public Policy at the State and Local Level. Fieldstone Alliance: Saint Paul, MN.


Recommended and Optional Readings and Sources: (1) Daily Newspapers: Washington Post, Milwaukee Journal Sentinel, Wall Street Journal, Twitter, Facebook We will discuss current policy issues each week.
GRADE POLICY

Your final grade will be derived from your achievement of all course expectations. The weighting below illustrates the percent of your course allotted to each assignment. Please feel free to discuss any of this with me before the due date.

Grade Weights

<table>
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<tr>
<th>Assignments</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
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<tr>
<td>Assignment #1: Public Policy Area Briefings</td>
<td>10%</td>
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<tr>
<td>Assignment #2: Nonprofit Report</td>
<td>20%</td>
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<tr>
<td>Assignment #3: Social Marketing Report</td>
<td>10%</td>
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<tr>
<td>Assignment #4A: Advocacy Briefing (to the Board, or Executive Director)</td>
<td>10%</td>
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<tr>
<td>Assignment #4C: Final Paper</td>
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Expected Average Time (hrs)

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<tr>
<th>Assignment</th>
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<tr>
<td>Readings &amp; Preparations for In - class Presentations: Approx. 54hrs</td>
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<tr>
<td>Assignment #2: Nonprofit Report</td>
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<td>Assignment #4: Final Project</td>
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<tr>
<td>TOTAL</td>
<td>100% Approx. 144hrs (3 Cr)</td>
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Grade Calculations

The final grade will be calculated as follows:

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<tr>
<th>Grade</th>
<th>Overall</th>
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<td>A-</td>
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<td>60.00 – 69.99</td>
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*See Appendix I for a full description of the Assignments, their Due Dates.

PLAGIARISM AND ACADEMIC HONESTY

Established rules covering plagiarism and academic honesty must be followed. It is the student's responsibility to know the meaning of plagiarism and when it occurs. If you have questions about these rules as they apply to written assignments, consult the student academic misconduct procedures specified in UWS Chapter 14 and the UWM implementation provisions (Source: Faculty Document 1686).

Plagiarism includes:
• Directly quoting the words of others without using quotation marks or indented format to identify them; or, • Using sources of information (published or unpublished) without identifying them; or, • Paraphrasing materials or ideas of others without identifying the sources. • Academic Integrity means honesty concerning all aspects of academic work. Students are encouraged to consult with faculty.

GENERAL RULE OF THUMB WHEN CITING:

• Preferred Citation Style: APA Style. This style emphasizes the Author’s last name and Year of publication; e.g., (Schultz, 2015).

• Place in quotation marks “phrases of 5 words or more quoted verbatim.” After doing that; provide the author(s)’ last name(s) and year of publication. o for example: “Nonprofits are more prepared than for disasters than private agencies” (Chikoto & Sadiq, 2012). Notice here where the period goes and where the quotation marks go.

COURSE EXPECTATIONS

This course relies on student participation to achieve full value.

Policy on Absences The quality of this class is contingent on the diversity of ideas and perspectives shared in class so please try to minimize absences. If you plan to miss a class, please notify the instructor in advance (at least 24 hours). Unexcused absences will negatively impact your grade, except in the event of extreme circumstances and I will require that you notify me via phone or email, in such cases.

PLEASE NOTE: - Each unexcused absence will result in a 1% point drop in your Grade - And 3% points drop when Group Discussions are held in your absence.

No late assignments will be accepted. The assignment is due when it is scheduled to be submit.

Incomplete Grade. In only rare circumstances will there be a grade of Incomplete.

Policy on Laptops and Cellular phones: Students are not allowed to use cell phones during class. Laptops are allowed on condition that they are used strictly for note-taking or for presentations.

COURSE SCHEDULE, READINGS, & ASSIGNMENTS

Class structure: 1 readings discussion/student presentations 2. Instructor notes 3. policy discussion 4. other presentations

WEEK 1: JANUARY 27 – COURSE OVERVIEW

Review syllabus. Instruction is heavily participatory and interactive. Lighter on power point and lectures.

Student Introductions; Course Introductions; Schedule and Assignments

What is Public Policy? What is Nonprofit Advocacy?
PART I: INTRODUCTION

WEEK 2: February 3– NONPROFITS, CIVIL SOCIETY, & DEMOCRACY

Democracy, Nonprofits in other countries, government involvement

REQUIRED READINGS:


PART II: U.S. PUBLIC POLICY, NONPROFITS, & ADVOCACY

WEEK 3: FEBRUARY 10 – WHAT IS PUBLIC POLICY & WHO MAKES IT?

How is Public Policy reported? Empathy and Nudge. What is public policy?

REQUIRED READINGS: B. Guy Peters, Chapter 1 – 2, and Chapter 7


https://www.ted.com/talks/sendhil_mullainathan online access
https://www.ted.com/talks/robb_willer_how_to_have_better_political_conversations online access

Czap, Natalia V. ; Czap, Hans J. ; Lynne, Gary D. ; Burbach, Mark E. ; Walk in my shoes: Nudging for empathy conservation Ecological Economics, October 2015, Vol.118, pp.147-158[Peer Reviewed] online access

WEEK 4: FEBRUARY 17 – HOW IS PUBLIC POLICY MADE?

REQUIRED READINGS: B. Guy Peters, Chapter 4 – 6.

WEEK 5: February 24– IN-CLASS GROUP POLICY BRIEFINGS**Assignment #1
WEEK 6: March 2 – AN OVERVIEW OF NONPROFIT ADVOCACY
REQUIRED READINGS: Jeffrey M. Berry, Chapters 1 – 2 & 5 – 7.
B. Guy Peters, Chapter 3.

Share Nonprofit Choice for Assignment #2

WEEK 7: MARCH 9 – NONPROFIT LEGAL ENVIRONMENT
REQUIRED READINGS: Jeffrey M. Berry, Chapters 3 – 4. Marcia Avner, Chapter 4.
Optional Reading: Bob Smucker, Chapters 9 – 10.

Week 8: March 16 - NO CLASS -- SPRING RECESS

WEEK 9: MARCH 23 – GOVERNMENT BODIES, THE LEGISLATIVE PROCESS

WEEK 10: March 30– Mid-term review

PART III: NONPROFIT ADVOCACY ACTIVITIES

WEEK 11: April 6 - DIRECT LOBBYING: LEGISLATIVE RELATIONS
What is direct lobbying? The view of the world to the elected official? Salient and non-salient issues? What makes elected officials tick?
REQUIRED READINGS: Marcia Avner, Chapters 1 – 3, & Appendix C.
Guest speaker
Assignment #2 NONPROFIT REPORT DUE TODAY BY 4:30PM***
Next week social media presentations

WEEK 12: APRIL 13 – INDIRECT LOBBYING: GRASSROOTS CAMPAIGNS
What is the difference between direct and indirect lobbying? What are each activity or strategy’s strengths and weaknesses?
REQUIRED READINGS: Bob Smucker, Chapters 5, & Resource E (pp.125 – 130)
**Assignment #3: PRESENTATIONS to class on social media. Turn in 8 to 12-page research paper on social media in marketing
WEEK 13: APRIL 20 – PUBLIC RELATIONS

As an advocacy tool, how does public relations differ from lobbying (direct & indirect)? What are some of its advantages & disadvantages?


**FINAL PROJECT PRESENTATIONS (proposal)**

WEEK 14: APRIL 27 – MEDIA RELATIONS

What factors lead to successful media relations? Are there pitfalls associated with media relations?

REQUIRED READINGS: Bob Smucker, Chapter 8.

Assignment #4A: Advocacy briefing to board or ED

WEEK 15: May 4

Testify to a legislative committee (class role play), or meet with individual legislator (role play)


WEEK 16: MAY 11 – FINAL PROJECT (Parts I, II, & III) DUE TODAY VIA D2L DROPBOX BY 4:30

APPENDIX I

SUMMARY OF GRADED ASSIGNMENTS (SUBJECT TO CHANGE)

The following assignments are intended to help gain the knowledge and skill necessary in program evaluation.

EXPECTATIONS FOR ALL WRITTEN ASSIGNMENTS

Note that ALL assignments are DUE on the DATES and TIMES stipulated in the syllabus. You are expected to exhibit high cognitive skills on each of the assignments through skills of application, analysis, synthesis, and evaluation.
Take into account the following general criteria as you prepare your assignments: a. ALL ASSIGNMENTS should be clearly written and well-developed. Be sure to revise and proofread so that your work is professional in appearance. b. ALL ASSIGNMENTS should be typed, double-spaced, and in 12-point font. c. CITE and REFERENCE all your SOURCES consulted and used in assignments/proposal (e.g., APA Style). d. Provide a List of References consulted for ALL paper assignments you submit on a SEPARATE page. e. Include a COVER PAGE and NUMBER EACH PAGE appropriately for ALL paper assignments. f. DEFINE KEY CONCEPTS and TERMS learned in this course that the average person wouldn’t otherwise know, as well as provide relevant citations.

There are NO Midterms and Final Exams in this Course. Instead, students will complete and present Assigned Readings, presentations, and written Projects.

Assignment #1: Public Policy Area Briefings 10% Week 5
Assignment #2: Nonprofit Report 20% Week 11
Assignment #3: Social Marketing Report 10% Week 12
Assignment #4A: Advocacy Briefing (to the Board, or ED) 10% Week 14
4B: Testify 10% Week 15
4C: Final Paper 20% Week 16

Class participation, reading presentations to class: 20%

ASSIGNMENT #1: ORAL POLICY ADVOCATION PRESENTATIONS (10% of Final Grade); WEEK 5

Each will brief the class on a public policy area. The brief should address how the policy area relates to all levels of U.S. government. Furthermore, it should focus on proving a fair and fact-based presentation of the public policy to appeal to a wide audience, be they conservatives and liberals in ideology. Furthermore, the policy brief should omit any of the authors’ personal views and sentiments. Your presentation should be about the totality of the public policy area.

Your Policy Brief should cover the following areas, among other non-substantive areas: (1) What is the public policy area? (2) What topics fall under its rubric? (3) What level(s) of government make decisions in this area? Which body(ies) of that governmental level are primarily involved in it? (4) What have been some important topics of the public policy area that have been subject to attention in the last decade or so? (5) What are likely to be some aspects of this policy area over the next five to ten years?

Please Note: (1) The policy brief should NOT be a summary of Guy Peters’ chapters (9 – 16). (2) The policy brief should include materials from additional sources. As such, your team is encouraged to add materials from other scholarly literature (e.g., journal articles), professional publications of the policy area, and daily newspapers, etc.

About the Presentation itself: (1) You will have approx. -20 minutes for the presentation and around 10 minutes for questions and discussions of your proposal. (2) Your grade will be based on the completeness of your presentation, the ability to stimulate and respond to class suggestions, and coherency of the presentation. (3) Therefore, focus on making your overall presentation informative,
interesting, and understandable to your audience. (4) Your goal is to make the presentation interesting to your audience; handouts and/or PowerPoint presentations are welcome.

ASSIGNMENT #2: LOCAL NONPROFIT’S ADVOCACY ACTIVITIES’ REPORT 20%; WEEK 11

Working alone or in teams of two (2) people, this assignment requires a written REPORT (NOT an essay or research paper) covering a local nonprofit organization’s public policy advocacy work.

The nonprofit organization of your choice should: (1) Be a 501(c)(3) tax-exempt status with the IRS (i.e., its donations are tax-deductible) and a. The nonprofit’s programs could solely be dedicated to public policy advocacy, or b. Public policy advocacy could be one of its many activities or programs. c. These criteria exclude what is referred to in social service as “personal advocacy,” where by a professional affiliated with the nonprofit advocates on behalf of a client, an individual, etc. (2) Be based in the state of Wisconsin. (3) preferably not be a local chapter of a national nonprofit (unless it is truly independent in its policies – e.g., United Way).

Your Report SHOULD address/include the following: (1) Cover page, (2) Table of Contents, (3) Executive Summary (1-page maximum, summarizing the entire report; not citations in this summary) (4) Main Body of the Report to Include: a. Overview of the nonprofit in total: i. History ii. Mission, Purpose, and Values iii. Basic Administrative/Organizational Information (e.g., Structure – org. chart would be a useful supplement; Budget – for the last 3 years, Funding Sources, Staffing, etc.) iv. Programs & Services b. In what public policy area does the nonprofit engage in advocacy? (Based on Peters’ typology, identify what public policy area/areas the agency involved in for its advocacy work. Note that the area(s) of its advocacy might not be identical with the public policy areas that it touches regarding some of its other activities (e.g., direct delivery of services, categories of government contracts, etc.) c. What are some of the major public policy questions currently pending in its policy area? (whether the agency is active regarding those issues or not). Identify current controversial issues in the news (broad or specific) that overlap with the areas of advocacy of the nonprofit. Note that some of these news items might be quite broad and hence, would not necessarily have any of the obvious searchable terms that describe the nonprofit’s scope of interest. d. Describe the nonprofit’s public policy advocacy work: i. What does it do? (Describe and discuss in detail the nonprofit’s concrete and tangible advocacy activities; Your readers should be able to visualize what the nonprofit’s advocacy work consists of). ii. Who decides what to do? iii. What overall types of public policy advocacy activities does it engage in? (We are yet to cover this: - Please see Categories addressed in Weeks 10-13). iv. Who are the targets of the nonprofit’s public policy advocacy? v. Are there any outsiders involved (e.g., members, contributors, volunteers), and if so, how are they involved? vi. How significant is advocacy to this nonprofit? (in terms of staffing, budgets, time, priorities, mission, etc.). e. In your assessment, how effective have been the nonprofit’s public policy advocacy activities? (Analyze and Evaluate the nonprofit’s public policy advocacy activities in terms of effectiveness, how others view it). f. If asked, would you recommend any changes in the nonprofit’s advocacy work? What would those changes be? What would your recommendations be to improve the impact of the nonprofit’s advocacy work? (5) Page Listing References (6) Appendices (if any)

A Note on Page Limits: It is expected that this REPORT be approximately 12 – 15 pages in length; ALL DOUBLE-SPACED. This does NOT include the List of References and Appendices.
Suggestions on How to Develop This Report: Step 1: Seek out publicly available information and documents on the nonprofit you have selected (e.g., annual reports, publications by the nonprofit, IRS 990 Forms – see NCCS website: http://nccsweb.urban.org/PubApps/search.php; news coverage, required lobbying report, etc.). For lobbying registration and activity reports, please visit the Wisconsin Ethics Commission (which replaced the Government Accountability Board (GAB). Similarly, the U.S. House and Senate have lobbyist registration, as well as some minimal lobbyist registration with the City of Milwaukee and Milwaukee County. Such information provides you with important information. Step 2: I strongly encourage you to pay a visit to the nonprofit and interview a staff member. Please start working on this early. Please complete Step 1 before scheduling a visit/interview. This will help you prepare questions in advance, as well as ask for clarification. A thank you note following the meeting would be a courteous touch. Note: You are NOT required to interview the CEO, lobbyist, etc. – although speaking with the lobbyist would not hurt. Ask for an interview when it’s necessary, i.e., to answer any outstanding questions needing clarification or answers.

ASSIGNMENT #3: SOCIAL MARKETING PAPER AND ORAL PRESENTATION 10%

Prepare a research paper on social marketing. What encompasses social marketing? What are costs? How is it designed? How is it measured? What are current trends? If desired, use this to design a social marketing campaign.

Paper should be 8-12 pages, double spaced.

Use the same background material to present to the class on your report. Use handouts and/or PowerPoint if desired.

ASSIGNMENT 4A: BOARD OR CEO PRESENTATION – internal pitch 10%

This is a presentation internally to your CEO or ED regarding your advocacy campaign. You will have 15 minutes to make the presentation, which may be interrupted by numerous questions. This presentation can be within your plan for 4C, but isn’t required.

ASSIGNMENT 4B: YOU WILL BE TESTIFYING TO THE LEGISLATURE, OR A POLICY MAKING BODY (COUNTY BOARD, CITY COUNCIL, CONGRESS) - external pitch

You will be asked to testify before a governing body of your choice on the issue and organization you have chosen. This may be within your plan for the 4C assignment, from assignment #2, or something new. You will have 10 minutes to testify, followed by 5-10 minutes of questions.

Classmates will be designated to role play as governing body officials, and for the media for their reporting to the public.

ASSIGNMENT # 4C: FINAL PROJECT: DESIGN AN ADVOCACY CAMPAIGN RELATING TO PUBLIC POLICY

Based on what we have covered in this course; this assignment requires you to design an advocacy campaign relating to public policy, and if desired can be for the nonprofit you report for Assignment #2. The campaign needs to be usable in the real world by a 501(c)(3) nonprofit organization. Your Campaign
should cover both macro issues (e.g., overall strategy and goals) and micro issues (e.g., a specific implementation plan, including techniques).

Below is the suggested Outline of what your Advocacy Campaign Should Include: (1) What is the public policy issue? (2) What is the specific goal? (3) What level of government is the target and why? (4) What institution(s) of that level of government is the target and why? (5) Overview of your master plan, demonstrating an integration of the direct lobbying, grassroots, and public relations components of your plan. What is the integrated choreography for the three building blocks in your plan? What is the logic behind your sequencing? Also, show a timeline that reflects how they are planned to interact with each other to achieve a common goal. (6) What is the direct lobbying aspect of the effort? Please format it as a sequential plan, i.e., step by-step. What will you do at each stage and why? For instance, what steps precede a meeting an elected official (or non-elected policymaker, as the case may be)? (Please make sure that you show the link between the course materials we have covered and each of your steps, i.e., state the general and generic advice of the literature, then translate it to your specific topic). (7) Similarly, if your direct lobbying plan includes testimony at a public hearing, your plan should include more than just a copy of your testimony. What steps and actions preceded that finished product? (Once again, please make sure that you show the link between the course materials we have covered and each of your steps, i.e., state the general and generic advice of the literature, then translate it to your specific topic). (8) Is there a grassroots advocacy element in the plan? Only include it if it will help you reach your goal. If you decide not to have a grassroots module, explain to the reader your rationale as to why it is not a good idea. On the other hand, if you decide to include grassroots lobbying in your plan, how will you build it from scratch? Please desist from assuming that it exists and that they do your bidding. Please format it as a sequential plan, i.e., step‐by‐step. What will you do at each stage and why? (Again, please make sure that you show the link between the course materials we have covered and each of your steps, i.e., state the general and generic advice of the literature, then translate it to your specific topic). (9) What is the public relations aspect of the effort? Please format it as a sequential plan, i.e., step‐by‐step. What will you do at each stage and why? (Again, please make sure that you show the link between the course materials we have covered and each of your steps, i.e., state the general and generic advice of the literature, then translate it to your specific topic). (10) Do all aspects of the advocacy campaign conform to applicable laws and regulations? For example, do any rules or regulations (whether on the federal, state, county, or municipal level) relating to lobbying, ethics codes, and/or elections laws apply? What are those legal requirements and restrictions? What would the advocacy campaign have to do to conform to those rules and regulations? Also, should the agency make the H election to engage in this campaign? Why? etc. Please discuss specifics of the kind of registration, reporting, and disclosure requirements that would be necessary as a lobbying activity: - a. State government: What about lobbying registration and reporting to the Wisconsin Ethics Commission, sample use of its forms and guidelines, etc. b. Federal government: What are the registration and reporting requirements for lobbying at the federal level? Is there a unified federal agency which handles that? Or may be separate registration with the U.S. House vs. the U.S. Senate? Etc. (11) What is the budget for the campaign? Try to block out rough estimates of the costs of each element of the campaign. Bottom line, frame the budget in realistic terms. For example, one couldn’t expect a $1 million/year agency to fund a $3 million advocacy campaign. As part of the budget, please include discussion that demonstrates how the total cost of the campaign is realistic in these specific circumstances. In addition, please identify the sources for funding this effort? While you don’t have to identify any assured sources of funding for the advocacy campaign, please identify likely sources, along
with your rationale for why those are probable sources. (12) How can the various steps of the advocacy effort be measured for effectiveness and success (short of the ultimate goal of, for example, passing a new law)? Please make sure that your proposed evaluation approach integrates all three efforts as opposed to treating them as wholly separate.

Suggestions for Improving your Grade: Make sure that your discussions of the three key sections on lobbying, grassroots, and public relations include references to the general guidance from the course’s sources. Please demonstrate a strong linkage between the readings and your descriptions. In other words, what does the literature recommend? Provide references to appropriate advice presented in the textbooks. Feel free to disagree with the advice, but please provide an explanation as to the alternative? For papers dealing with partisan elected legislators (e.g., advocacy dilemma of convincing a Republican state legislator for instance), remember that this course is nonpartisan and nonpolitical. Nonetheless, within that context, it is permissible to discuss political and ideological problems as an obstacle to your advocacy efforts. What specific strategy and tactics have you adopted to find common ground and support from politicians with ideologies who would seemingly be opposed to this advocacy goal? For example, what specific kinds of arguments might be persuasive to a conservative elected official in your policy area? Similarly, in terms of the origins of such advocacy efforts, what demographics or organized groups in the districts of these legislators might be more persuasive to those Republican legislators given their ideological bent? (e.g., a chamber of commerce and not organized labor, etc.). How can you tap into these networks, convince them that this particular advocacy fits into their worldview and values and then, as grassroots voices, to make those Republican-oriented arguments to their home legislators?

A Note on Page Limits: It is expected that this REPORT be approximately 15 – 25 pages in length; ALL DOUBLE-SPACED. This does NOT include the List of References and Appendices.