USC | School of Social Work

Social Work 639: Policy Advocacy & Social Change

3 Units

Instructor:	R. Bong Vergara		
E-Mail:	rbvergar@usc.edu	**Course Day:**	Thursdays
Cell phone:	714-914-0305 (text me first)	**Course Time:**	1-4pm
Office:	Rm 116	**Course**	OCAC Rm E
Office	Thurs 12-1 & 4-5; please	**Location:**	
Hours:	make an appointment		

I. COURSE PREREQUISITES: SOWK 535

II. CATALOGUE DESCRIPTION:

Analysis of how social welfare policies affect the well-being of people and the tools that can be used to advocate for social change.

III. COURSE DESCRIPTION:

The course is designed to: a) provide a conceptual framework for advanced social work macro practitioners who may need to formulate, implement and/or evaluate policies at local, state and federal levels; b) deepen your understanding of advocacy tools, processes, and models and c) help you to imagine how to utilize policy advocacy in your own social work practice. It focuses on social policy, the politics of reform, and ideas on how to build an advocacy practice in a systematic and purposeful way to better serve the needs of vulnerable populations living in the United States. The course includes four modules addressing related aspects of social policy: 1) ***The Policy Paradox*** focuses on political decision making and the struggle over values and ideas; 2) **Policy Analysis: Tools for Building Evidence Based Social Policy** focuses on the policy analysis context and how to conduct a policy analysis; 3) ***Community Development, Engagement, & Empowerment*** provides examples of the complex role that race, class, power, and resources play in the redevelopment of communities; and 4) ***Advocacy* & Influence** focuses on how social media can drive social change and serve as a tool for policy advocacy and a way to build an advocacy practice.

IV. COURSE OBJECTIVES:

Number	Course Objectives
1	Present the policy landscape and the impact of social, political, economic, and global forces on social policy and practice.
2	Examine approaches to policy analysis and frameworks for developing a policy advocacy practice.
3	Analyze policy politics and the paradoxes inherent in achieving equity, efficiency, liberty, and security.
4	Learn the differences in the policy decisions made by elected officials, public sector managers, and public and private advocacy groups.
5	Provide an understanding of methods and tools to explore personal values used in policy politics as well as formulating, implementing and evaluating policy advocacy campaigns.

V. COURSE FORMAT/ INSTRUCTIONAL METHODS

The role of the instructor in this course is varied, including lecturer, facilitator, consultant and resource person. Modes of instruction will include lecture, in-class discussions, video presentations, and student presentations. Individual and group in-class activities will be used to provide various ways of learning the relevant frameworks, tools, and concepts. This class will also be enhanced using Blackboard: https://blackboard.usc.edu

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VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to 3 of the following 10 social work core competencies:

	Social Work Core Competencies	SOWK 639	Course Objective
1	**Ethical and Professional Behavior**		
2	**Engage Diversity and Difference in Practice**		
3	**Advance Human Rights and Social, Economic & Environmental Justice**	*	**5**
4	**Engage in Research-informed Practice**		
5	**Engage in Policy Practice**	*	**2, 3, 4, & 5**
6	**Engage with Individuals, Families, Groups, Organizations & Communities**	*	**4**
7	**Assess Individuals, Families, Groups, Organizations & Communities**	*	**1,2 & 3**
8	**Intervene with Individuals, Families, Groups, Organizations and Communities**		
9	**Evaluate Practice with Individuals, Families, groups, Organizations and Communities**		

* Highlighted in this course

The following table summarizes the above-highlighted CSWE competencies, the related student learning outcomes, and the method of assessment for those competencies upon which this course focuses:

Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.	make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	
	use reflection and self regulation to manage personal values and maintain professionalism in practice situations	
	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	
	use technology ethically and appropriately to facilitate practice outcomes	
	use supervision and consultation to guide professional judgment and behavior.	

Engage Diversity and Difference in Practice Social workers understand how diversity characterizes and shapes the human experience generally, and individual's formation of identity. Aspects of diversity include age, color, culture, ethnicity, gender identity, marital status religion and many other qualities. We understand that as a consequence of difference, a person's life experiences may include marginalization or privilege. In professional practice, a social worker:	applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels;	
	present themselves as learners and engages clients and constituencies as experts of their own experiences; and	
	applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	

Advance Human Rights and Social, Economic and Environmental Justice Social workers understand that every person has fundamental rights such as freedom, safety, privacy, an adequate standard of living, health care and education. Professional social workers:	apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and system level; and	Assignment 1
	engage in practices that advance social, economic and environmental justice.	

Engage in Practice-informed Research and Research-informed Practice Social workers understand research, the science of social work, and the importance of evaluation in practice. We understand that evidence informs practice, can be derived from multiple ways of knowing, and appreciate the process for translating research effectively. Professional social workers:	use practice experience and theory to inform scientific inquiry and research;	
	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	
	use and translate research evidence to inform and improve practice, policy and service delivery.	

Engage in Policy Practice Social workers understand that human rights and social justice are impacted by policy and its implementation, at the federal, state, local and agency levels. We understand our role in policy development and implementation, and seek to actively engage in policy practice to effect change within the settings where we work. Professional social workers:	identify social policy at the local, state and federal level that impacts well-being, service delivery and access to social services;	Assignments 2 & 3
	assess how social welfare and economic policies impact the delivery of and access to social services; and	
	apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic and environmental justice.	

Engage with Individuals, Families, Groups, Organizations and Communities Social workers engage: we engage and build relationships with clients, peers and our other constituencies, and we understand that engagement is an ongoing and interactive process. We also understand how our personal experiences may impact our abilities and effectiveness in engagement. Professional social workers:	apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	
	use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.	

Assess Individuals, Families, Groups, Organizations and Communities Social workers appreciate that assessment is a component of successful professional practice. We understand theories of human behavior and social environments, and critically evaluate this knowledge to effectively apply our practice with diverse clients and constituencies, including individuals, families, groups, organizations and communities. We value the importance of inter-professional collaboration in this process. Social workers:	collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	
	apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	
	develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies; and	
	select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	

Intervene with Individuals, Families, Groups, Organizations and Communities Social workers know that intervention is an ongoing component of practice with our clients and constituencies, and we are knowledgeable about evidence-based interventions that create effective impacts thereupon. We also recognize that inter-professional teamwork can help create beneficial outcomes. Social workers:	critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	
	apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	
	use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	
	negotiate, mediate and advocate with and on behalf of diverse clients and constituencies; and	
	facilitate effective transitions and endings that advance mutually agreed-on goals.	

Evaluate Practice with Individuals, Families, Groups, Organizations and Communities Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy and service delivery effectiveness; and understand qualitative and quantitative methods for such evaluation. Professional social workers:	select and use appropriate methods for evaluation of outcomes;	
	apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	
	critically analyze, monitor and evaluate intervention and program processes and outcomes; and	
	apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.	

VII. COURSE ASSIGNMENTS, DUE DATES, & GRADING

Assignment	Due Date	% of Final Grade
Assignment #1: Social Issue Report	Week 4	25%
Assignment #2: Policy Brief	Week 8	30%
Assignment #3: Policy Advocacy Campaign & Team Presentation	Weeks 14 &15	35%
Class participation	Ongoing	10%

Class Participation (10% of Course Grade) - Regular class participation in class discussions and the completion of weekly summary assignments and exercises.

Weekly Summary: The instructor will assign 3-4 readings to each student, who will prepare a 1-page content summary (including citation, overview, key ideas/quotes, questions, and relevance) to be presented in class.

Exercises: There will be exercises for students to complete for homework and/or in-class discussions.

Assignment 1: Social Issue Report. Students will be asked to: 1) a form group of 2-3 individuals, 2) select a social issue of interest or choose a topic based on a list provided by the course instructor, and 3) prepare an 8 to 10-page social issue report that contains an overview of the social issue, current trends, advocates, and implications for social workers. **Due: Week 4.** *This assignment relates to student learning outcomes 3 & 8.*

Assignment 2: Policy Analysis & Brief. Building on Assignment 1, each student will write a 5-page policy brief. Here are the steps to take in order to complete this assignment:

- Select a pending legislation or existing policy to track, support, oppose, or amend.
- Seek the positions of key stakeholders on the issue and determine which groups and/or individuals (e.g., state legislators, professional groups, advocacy groups, victims) support, oppose, or are neutral on the issue. Define their rationale; include evidence they believe supports their position.
- Attend a least 1 meeting of elected public policy makers (such as a County Board of Supervisors, a Board of Education, or City Council). In addition, attend at least 1 meeting of an advocacy group of NON-ELECTED members, employees and/or volunteers, who are trying to influence elected officials (e.g., Greenpeace, Sierra Club, Amnesty International, Disability Rights California, AARP, etc. in your area of interest);
- Analyze the policy using one of the frameworks in Units 5 & 6; and
- Design and distribute/post informational handout (i.e., policy brief). Use infographics.

Due: Week 8. *This assignment relates to student learning outcome 3 & 8.*

Assignment 3: Policy Advocacy Campaign & Team Presentation. Building on Assignments 1 & 2, this assignment is designed to address a specific policy issue via direct action using emerging technologies. The groups formed to complete Assignment #1 (The Social Issue Report) will be asked to produce a policy advocacy campaign using social media and/or emerging technologies (i.e., information technology, wireless data communication) to influence opinion and the formation of public policy, as well as, raise awareness of the issue and directly engage policy influencers (i.e., policymakers, professional organizations, lobbyists, bloggers, online organizers) or mobilize grassroots action. The 15 to 20-minute presentation requirements are:

- Provide an overview of the social issue and the related policy;
- Identify your target policymaking audience (who are you trying to influence?);
- Identify your target activist audience (who are you mobilizing to take action?);
- Provide details on what you are asking your activists to do and exactly how you will get them to do it (how will you pitch the social action agenda to activists? what actions do you want them to take?);
- Create and present a mock-up of a website, text for email messages, #hashtag, blog, tweets & Facebook posts. A YouTube video can also be part of the advocacy campaign;
- Identify your metrics for success (what will you measure? what does success look like?); and
- Include a budget and timeline for launching and implementing the advocacy campaign.

Due: Weeks 14 or 15

Readings

Weekly reading assignments are required. Readings lay the foundation for the class discussions and prepare you to complete assignments #1-3. Articles from journals, books, websites, and PDF documents (online) provide technical and conceptual information on policy advocacy and practice, as well as examples of effective advocacy tools and campaigns. Students are encouraged to research additional relevant materials.

Class grades will be based on the following grading scale:

Class Grades		Final Grade		
3.85 – 4.00	A	93 – 100	A	The student's work demonstrates a very good mastery of content (to the highest degree) that also shows that the student has undertaken a complex task, has applied very strong critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment.
3.60 – 3.84	A-	90 – 92	A-	The student's work demonstrates a very good mastery of content, shows that the student has undertaken a complex task, has applied strong critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment

Class Grades		Final Grade		
3.25 – 3.59	B+	87 – 89	B+	The student's work demonstrates a good mastery of content, has applied a moderate level of critical thinking, and a more-than-competent understanding of the material being tested or required in the assignment.
2.90 – 3.24	B	83 – 86	B	The student's work meets the basic requirements of the assignment, has applied minimal critical thinking, evidences that the student has done adequate work on the assignment, and meets basic course expectations.
2.60 – 2.89	B-	80 – 82	B-	The student's work meets the basic requirements of the assignment, has applied little to no critical thinking, evidences that the student has done adequate work on the assignment and meets basic course expectations.
2.25 – 2.59	C+	77 – 79	C+	Grades of a C+ are applied to a student's work that reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
1.90 – 2.24	C	73 – 76	C	Grades of a C- are applied to a student's work that reflects a very limited grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
		70 – 72	C-	Grades of a C- to an F will be applied to a student's work to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

McNutt, J.G. & Hoefer, R. (2016). Social Welfare Policy: Responding to a Changing World. Lyceum Books, Inc. Chicago, IL. ISBN: 9781933478753

Stone, D. (2011). *Policy Paradox: The Art of Political Decision Making.* (3rd ed.). New York: Norton. ISBN: 9780393912722

Note: Additional readings identified for individual class sessions will be available to download on ARES. Students may access ARES at http://usc.ares.atlas-sys.com. Readings for this class are listed under the course lead instructor's name: *Renee Smith-Maddox*

Course Overview

Unit	Topics	Assignments
	MODULE 1: The Policy Paradox	
1	**The Policy Paradox: Policy, Politics and Reform** Social Welfare Policy Course overview and review of syllabus What is Social Welfare Policy? Social Work, Societal Functions, and Institutions	
2	**The Policy Paradox: Policy, Politics and Reform** Interactions between rational/empirical analyses and political conte Evidence-based practices and goals in policy and politics	
3	**Politics and Rationality** Interactions between rational/empirical analyses and political contexts Evidence-based practices and goals in policy and politics	
4	**Politics in America** Political decision-making	ASSIGN 1 DUE
	MODULE 2: Policy Analysis, Systems, and Results	
5	**Approaches to Policy Analysis – Part 1** Policy formulation, implementation and evaluation Social welfare policy analysis	
6	**Approaches to Policy Analysis – Part 2** Policy formulation, implementation and evaluation Social welfare policy analysis Evidence-Based Social Policy	

	MODULE 3: Community Development, Engagement, & Empowerment	
7	**Community Development & Housing** Community Development Housing in America Neighborhood Restabilization	
8	**Community Empowerment and Transformation** Poverty & Inequality Empowerment and organizing Neighborhoods and community building	**ASSIGN 2 DUE**
9	**Race and Place-Based Initiatives** Race Place-based initiatives Building coalitions	
	MODULE 4: Policy Advocacy & Influence	
10	**Advocacy, Lobbying & Social Change** What is advocacy? Digital Advocacy Lobbying Tactics	
11	**Digital Advocacy and Social Movements** Rules of social media engagement Digital network	
12	**On Becoming an Effective Policy Advocate: How to Design an Advocacy Campaign** The practice of nonprofit advocacy Defining issues, goals, & objectives Determining appropriate targets & audience Developing Strategies: Different Paths to Influence Selecting Appropriate Advocacy Tools	

13	**Assessing Advocacy Activities & Social Change** Measuring Success Evaluating Advocacy & Social Change
14 & 15	**Policy Advocacy Campaigns for Social Change:** **Team Presentations** **ASSIGN 3 DUE** **COURSE EVALUATION** **ASSIGNMENT 3 DUE**

Course Schedule—Detailed Description

Module 1: The Policy Paradox

Unit 1: The Policy Paradox: Policy, Politics and Reform

Topics

- Course overview and review of syllabus
- What is Social Welfare Policy?
- Social Work, Societal Functions, and Institutions

This Unit relates to course objectives 1, 2 and 3.

Required Readings

McNutt, J.G. & Hoefer, R. (2016). Social Welfare Policy: Responding to a Changing World. pp. 1-34. Lyceum Books, Inc. Chicago, IL.

- Complete exercises on pp. 14 & 34

Stone, D. (2012). Introduction. In *Policy paradox: The art of political decision-making* (3rd Ed., pp.1-15). New York: W.W. Norton & Company.

Unit 2: The Policy Paradox: Policy, Politics and Reform

Topics

- Interactions between rational/empirical analyses and political contexts
- Evidence-based practices and goals in policy and politics

This Unit relates to course objective 1, 2, and 3.

Required Readings

Stone, D. (2012). The market and the polis. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 19-36). New York: W.W. Norton & Company.

McNutt, J.G. & Hoefer, R. (2016). Social Welfare Policy: Responding to a Changing World. pp. 35-65. Lyceum Books, Inc. Chicago, IL.

Complete exercises on p.66

Unit 3: Politics and Rationality

Topics

- Interactions between rational/empirical analyses and political contexts
- Evidence-based practices and goals in policy and politics

This Unit relates to course objectives 1 and 4.

Required Readings

Stone, D. (2012). Equity. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 39-62). New York: W.W. Norton & Company.

Stone, D. (2012). Efficiency. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 63-84). New York: W.W. Norton & Company.

Stone, D. (2012). Welfare. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 85-106). New York: W.W. Norton & Company.

Stone, D. (2012). Liberty. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 107-128). New York: W.W. Norton & Company.

Stone, D. (2012). Security. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 129-153). New York: W.W. Norton & Company

Unit 4: Politics in America

Topics

- Political decision-making

This Unit relates to course objectives 4 and 5.

Assignment #1: Social Issue Report Due

View: Vote for Me

Required Readings

Stone, D. (2012). Symbols. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 157-182). New York: W.W. Norton & Company.

Stone, D. (2012). Causes. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 206-228). New York: W.W. Norton & Company.

Stone, D. (2012). Interests. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 229-247). New York: W.W. Norton & Company.

Stone, D. (2012). Decisions. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 248-268). New York: W.W. Norton & Company.

Module 2: Policy Analysis, Systems, and Results

Unit 5: Approaches to Policy Analysis – Part 1

Topics

- Policy formulation, implementation and evaluation
- Social welfare policy analysis

This Unit relates to course objectives 2, 4, and 5.

Required Readings

Stone, D. (2012). Incentives. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 271-288). New York: W.W. Norton & Company.

Stone, D. (2012). Rules. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 289-310). New York: W.W. Norton & Company.

Stone, D. (2012). Facts. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 311-330). New York: W.W. Norton & Company.

Stone, D. (2012). Rights. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 331-377). New York: W.W. Norton & Company

Stone, D. (2012). Powers. In *Policy paradox: The art of political decision-making* (pp. 354-377). New York: W.W. Norton & Company.

Stone, D. (2012). Conclusion: Political analysis and political argument. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 379-385). New York: W.W. Norton & Company.

Unit 6: Approaches to Policy Analysis – Part 2

Topics

- Policy formulation, implementation and evaluation
- Social welfare policy analysis

This Unit relates to course objectives 2, 4 and 5.

Required Readings

McNutt, J.G. & Hoefer, R. (2016). Policy analysis: tools for building evidenced-based social policy. In Social Welfare Policy: Responding to a Changing World. pp. 114-133. Lyceum Books, Inc. Chicago, IL.

Complete exercise on p. 132

Recommended Reading

Elmore, R. (1979-80). Backward mapping: implementation research and policy decisions. *Political science quarterly*, *64*(4), pp. 601-616.

Segal, E., & Brzuzy, S. (1998). Social welfare policy analysis. In *Social welfare policy, programs and practice* (pp. 59-74). Itasca, IL: Peacock Publishers.

Nakamura, R., & Smallwood, F. (1980). Implementation and the policy process: A conceptual overview. In *The politics of policy implementation* (pp. 21-28). New York: St. Martin's Press.

Module 3: Community Development, Engagement, & Empowerment

Unit 7: Community Development & Housing

Topics

- Community Development
- Housing in America
- Neighborhood Stabilization

This Unit relates to course objective 3 and 4.

View film: Dudley Street Neighborhood Initiative, Holding Ground

Required Readings

McNutt, J.G. & Hoefer, R. (2016). Housing and Community Development. In Social Welfare Policy: Responding to a Changing World. pp. 251-273. Lyceum Books, Inc. Chicago, IL.

Complete exercises on p.272

Graves, E.M. (January 2014). Policy Brief: How the Boston case can inform a neighborhood stabilization policy. Community Development Issue Brief 1. Federal Reserve Bank of Boston.

Unit 8: Community Empowerment and Transformation

Topics

- Poverty & inequality
- Empowerment and organizing

This Unit relates to course objectives 3, 4 and 5.

Assignment #2: Policy Analysis & Brief Due

View film: Brooklyn Matters

Required Readings

McNutt, J.G. & Hoefer, R. (2016). Poverty, inequality, and income maintenance policy. In Social Welfare Policy: Responding to a Changing World. pp. 160-181. Lyceum Books, Inc. Chicago, IL.

Complete exercise on p.181

Evidence-Based Practice for Effective Community Coalitions: A summary of current research. (April 2006). CPRD. Institute of Government and Public Affairs. University of Illinois. Add page #s

Unit 9: Race and Place-Based Initiatives

Topics

- Race
- Place-based initiatives
- Building coalitions

This Unit relates to course objective 3 and 4.

Required Readings

Bell, J. & Lee, M. M. (2011) Why place & race matter: Impacting health through a focus on race & place. Policy Link. pp 1-33

Recommended Readings

Best practices in place-based initiatives: Implications for evaluation of best start (November 2011). Prepared for First 5 LA by Harder & Company. Add page #s

The White House (August 11, 2009). Developing effective place-based policies for the FY 2011 Budget. M-09-28 Memorandum for the heads of executive departments and agencies

Module 4: Policy Advocacy & Influence

Unit 10: Advocacy, Lobbying, & Social Change

Topics

- What is advocacy?
- Digital Advocacy
- Lobbying Tactics

This Unit relates to course objectives 3, 4 and 5.

Required Readings

McNutt, J.G. & Hoefer, R. (2016). Advocacy in the Information Age World of Social Policy. In Social Welfare Policy: Responding to a Changing World. Lyceum Books, Inc. Chicago, IL, pp. 134-153

Complete exercises on p.158

Victor, J.N. (2007). Demonstrating How Legislative Context Affects Interest Groups' Lobbying Tactics. American Politics Research, 935, 6, 826-845

View: Jack Abramoff: The lobbyist's playbook - 60 Minutes
http://www.cbsnews.com/video/watch/?id=7387331n

From the web-based resources below, explore at least two websites and read at least one blog.

Advocacy & Activism
e.politics: http://epolitics.com/
NetCentric Advocacy: http://www.network-centricadvocacy.net
NetSquared: http://www.netsquared.org/about#.VGwOwjTF9AA
New Organizing Institute: http://www.neworganizing.com
Tactical Technology Collective: http://www.tacticaltech.org/
Wellston action: http://www.wellstone.org/

Blogs
ePolitics. www.epolitics.com

Frogloop. www.frogloop.com
techPresident. www.techpresident.com
Mobile Active. http://www.youtube.com/user/MobileActiveOrg/about
Mobilizing Youth. blog.mobilevoter.org
DigiActive. https://twitter.com/DigiActive
DrDigipol http://drdigipol.tumblr.com
Digital Politics http://bigthink.com/blogs/digital-politcs
Digital Politics http://www.pewinternet.org/2013/02/20/digital-politics-pew-research-findings-on-technology-and-campaign-2012/

Unit 11: Digital Advocacy and Social Movements

Topics

- Rules of social media engagement
- Digital network

This Unit relates to course objectives 3, 4 and 5.

View Film: Maggie Growls
Exercise: Read an assigned case study from http://www.dragonflyeffect.com/blog/dragonfly-in-action/case-studies/ and present your perspectives on how social media was used to drive social change.

Required Reading

Delany, Colin. 2009. ePoltics.com. "Learning From Obama: Lessons for Online Communicators in 2009 & Beyond." (http://www.epolitics.com/learning-from-obama/)

Google. 2010. The Digital Playbook: Can online ads move poll numbers? (http://bit.ly/onlineadsmovepolls)

Harbath, Katie. 2010. Trend To Watch In 2012 – The Rise Of Mobile. (http://bit.ly/harbath-mobile2012)

Koster, Josh and Tyler Davis. 2010. Nanotargeted Pressure. (http://bit.ly/koster-nanotargeting)

Rosenblatt, Alan. 2009. Dimensions of a Digitally networked Campaign (parts 1-4). (http://bitly.com/nAg5o4)

Rosenblatt, Alan. 2010. Rules of Social Media Engagement. (http://bit.ly/rosenblatt-engage)

Schlough, Jon-David, Josh Koster, Andy Barr, and Tyler Davis. 2011. Persuasion Points Online: Helping Harry Reid, One Click at a Time. (http://bit.ly/koster-reid2010)

Explore:
Digital Advocacy: http://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/electronic-advocacy/main

Movements: http://www.movements.org

Listen to: Leveraging Twitter for Nonprofit Initiatives
http://www.ssireview.org/podcasts/entry/leveraging_twitter_for_nonprofit_initiatives

Units 12: On Becoming an Effective Policy Advocate: How to Design an Advocacy Campaign

Topics

- The practice of nonprofit advocacy
- Defining issues, goals, & objectives
- Determining appropriate targets & audience
- Developing Strategies: Different Paths to Influence
- ☒ Selecting Appropriate Advocacy Tools

This Unit relates to all course objectives

Exercise: Read an assigned case study from http://www.dragonflyeffect.com/blog/dragonfly-in-action/case-studies/ and present your perspectives on how social media was used to drive social change.

Required Reading

Pierce, K. (2000). Nonprofit Policy Advocacy: Part 2, how to advocate effectively. Seattle University, 1-15. Center for Nonprofit and Social Enterprise Management. Seattle, WA

Sherraden, M.S., Slosar, B., & Sherraden, M. (2002). Innovation in social policy: Collaborative policy advocacy. Social Work, 47, 3, 209-221.

Vaterlaus, J.M., Patten, E.V., Roche, C., Young, J.A. (2015) .#Gettinghealth: The perceived influence of social media on young adult behaviors. Computers in Human Behavior, 45 151-157

Young, J. (2013). A conceptual understanding of organizational identity in the social media environment. Advances in Social Work, Vol. 14, No 2, 518-530

Explore: https://www.councilofnonprofits.org/everyday-advocacy

Resource guides:

Real Clout Tool Box, From the Public Policy Institute, Boston, MA. Go to the resource library: http://realclout.org/.

A Nonprofit Advocacy Resource Guide. http://snellingcenter.org/nonprofit-advocacy-resource-guide/

Units 13: Assessing Advocacy Activities & Social Change

Topics

Measuring Success
Evaluating Advocacy & Social Change

Exercise: Read an assigned case study from http://www.dragonflyeffect.com/blog/dragonfly-in-action/case-studies/ and present your perspectives on how social media was used to drive social change.

Required Reading

Harvard Family Research Project. (Spring 2007). Advocacy & Policy Change. The evaluation exchange: A periodical on emerging strategies in evaluation, vol. XIII, no.1, 1-32. Harvard Graduate School of Education. Cambridge, MA.

View: Why Are Social Causes Easy To Launch But Hard To Win?

http://www.npr.org/2015/04/24/401738765/why-are-social-causes-easy-to-launch-but-hard-to-win

Unit 14 & 15: Policy Advocacy Campaigns for Social Change: Team Presentations

These Units relates to all course objectives.

University Policies and Guidelines

I. Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives, which could affect your course grade. Students are expected to notify the instructor by email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work, which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

II. Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus,* the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

III. Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible*. DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or ability@usc.edu.

IV. Emergency Response Information

Note: The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: http://emergency.usc.edu

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a USC Trojans Alert account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at https://trojansalert.usc.edu.

University Park Campus		Academic Centers	
City Center	Front of Building (12th & Olive)	**Orange County**	Faculty Parking Lot
MRF	Lot B	**San Diego**	Building Parking Lot
SWC	Lot B	**Skirball**	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

Do not re-enter the building until given the "all clear" by emergency personnel.

V. Statement about Incompletes

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

VI. Policy on Late or Make-Up Work

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

VII. Policy on Changes to the Syllabus and/or Course Requirements

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

VIII. Code of Ethics of the National Association of Social Workers (Optional)

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

IX. Complaints

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact Renée Smith-Maddox, Vice Chair, Curriculum for the Department of Community, Organization, and Business Innovation(COBI) at

smithmad@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at rmaiden@usc.edu. Or, if you are a VAC student, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance

X. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest, and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.