



USC | School of Social Work

Social Work 639 Section #67471 Fall 2016

Policy Advocacy & Social Change

3 Units

Term Year

[optional photo]	Instructor:	Professor Kratz		
	E-Mail:	skratz@usc.edu	Course Day:	Thursday
	Telephone:	813 380 2375	Course Time:	8:00am – 9:15am PST
	Office:	xxx	Course Location:	VAC
	Office Hours:	xxx		

I. COURSE PREREQUISITES

SOWK 536 or SOWK 535

II. CATALOGUE DESCRIPTION

Analysis of how social welfare policies effect 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

Objective #	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>

VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

Social Work Core Competencies	
1	Demonstrate Ethical and Professional Behavior
2	Engage in Diversity and Difference in Practice
3	Advance Human Rights and Social, Economic, and Environmental Justice*
4	Engage in Practice-informed Research and Research-informed Practice*
5	Engage in Policy Practice*
6	Engage with Individuals, Families, Groups, Organizations, and Communities
7	Assess Individuals, Families, Groups, Organizations, and Communities
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 shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every individual, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers use strategies designed to eliminate oppressive structural barriers in order to ensure more equitable distribution of resources, access to opportunities, social goods, and services. Social workers recognize their responsibility to protect the human rights and well-being of individuals in communities, organizations, and businesses across the globe.	1. Present the policy landscape and the impact of social, political, economic, and global forces on social policy and practice.	3a. Understand and assess economic trends, business practices, social trends, and governmental actions nationally and globally to recognize the impact on the well-being of individuals, families and communities.	Cognitive and Affective Processes	Unit 1: The Policy Paradox: Policy, Politics, and Reform Unit 2: The Policy Paradox: Policy, Politics, and Reform Assignment 1: Social Issue Report
Competency	Objectives	Behaviors	Dimensions	Content
Competency 4: Engage In Practice-informed Research and Research-informed Practice Social workers understand quantitative and qualitative research methods and their respective roles in advancing scientific knowledge regarding practice in community, organization, and business contexts. Social workers use scientific, ethical, and culturally informed approaches to build knowledge related to practice in order to professionally guide interventions designed to bring about change in community, organization, and/or policy arenas. They understand that evidence that informs practice derives from multiple domains and ways of knowing. They understand the processes for translating research findings into effective practice, and using practice knowledge to inform research, analyze the need for social change, and begin to develop interventions.	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.	4b. Identify, synthesize and critically analyze the findings from research to inform the understanding of social issues and to guide the development of solutions for practice, policy, and social service delivery.	Skills	Unit 5: Approaches to Policy Analysis – Part 1 Unit 6: Approaches to Policy Analysis –Part 2 Assignment 2: Policy Brief Assignment 3: Policy Advocacy Campaign

Competency	Objectives	Behaviors	Dimensions	Content
Competency 5: Engage in Policy Practice Social workers understand that policy and its implementation at the federal, state, and local levels mediate human rights of individuals and social justice. Social workers understand the history and current structures of social policies and service delivery systems, the role of policy in service delivery, and the role of practice in policy development. Social workers actively engage in policy practice to effect change in communities, organizations and businesses. Social workers understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy, and are knowledgeable about policy formulation, implementation, and evaluation.	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.	5b. Analyze, formulate, and advocate for policies that advance human rights and protect vulnerable populations in work environments or enhance access to employment across the life span.	Cognitive and Affective Processes	Unit 7: Community Development & Housing Unit 8: Community Empowerment and Transformation Unit 9: Race and Place-Based Initiatives Assignment 2: Policy Brief Assignment 3: Policy Advocacy Campaign

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%
Meaningful Class Participation	Ongoing	10%

Meaningful Class Participation (10% of Course Grade) - Students are expected to come to class prepared, contribute to the development of a positive learning environment, and demonstrate their learning through written and oral assignments and through active, oral class participation. Contributions should consist of meaningful, thoughtful, and respectful participation based on having completed required and independent readings and assignments prior to class.

Students are also expected to complete assignments on or before the due date and notify the instructor if they are having difficulty comprehending the course material or keeping up with the assignments. Failure to meet these expectations will result in the reduction of grades.

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 throughout the semester. Students will prepare a one-page reading summary explaining the content (including citation, overview, key ideas/quotes, questions, and relevance) and present summary in class. This is a non-graded assignment. Students will post the summary in Blackboard or on the Course Wall.

Exercises: The instructor will give exercises for students to complete for homework and/or in-class discussions.

The major assignments are briefly described below.

Assignment 1: Social Issue Report. Students will be asked to: 1) select a social issue of interest or choose a topic based on a list provided by the course instructor, and 3) prepare an 8-10 page social issue report that contains an overview of the social issue, current trends, advocacy efforts, relevant policies, and implications for social workers. **Due: Week 4**

This assignment relates to student learning outcomes 3 & 8.

Assignment 2: Policy Brief. Building on Assignment 1, student will form workgroups (consisting of 3-4 students) and write a 5-page policy brief. Here are the steps to take in order to complete this assignment:

Based on the social issue identified in Assignment 1, select a pending legislation or existing policy to track, support, oppose, or amend.

Seek the opinions or positions of those with various views 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 and their rationale, including any evidence they believe supports their position.

Attend a least one 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 one 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 or another group in your area of interest);

Analyze the policy using one of the frameworks in Units 5 & 6; and

Design and distribute/post informational handout using infographics to classmates.

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 on which to take some action (create, revise, or eliminate) using emerging technologies. The groups formed to complete Assignment #2 (The Policy Brief) 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 opinions 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 15-20 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 prototype or 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? How will you measure impact); and

Include a budget and timeline for launching and implementing the advocacy campaign.

Due: Weeks 14 or 15

For each assignment, the instructor will provide a handout with guidelines.

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:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which the student has demonstrated these skills. (2) A grade of B+ will be given to work, which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work, which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied 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

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

Recommended Readings


Jansson, B.S. (2016). *Social Welfare Policy and Advocacy: Advancing Social Justice through 8 Policy Sectors*. Sage Publications, Inc. Thousand Oaks, CA. ISBN: 978-1-4833-7789-9

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

Padgett, D.K., Henwood, B.F., & Tsemberis, S.J. (2015) *Housing First: Ending Homelessness, Transforming Systems, and Changing Lives*. Oxford University Press

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 contexts 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	ASSIGNMENT 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: Homelessness, 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

ASSIGNMENT 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 Effective 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
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

Required Reading

Stone, D. (2012). Introduction. In *Policy paradox: The art of political decision-making* (3rd Ed., pp.1-36). New York: W.W. Norton & Company.

Recommended Reading

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

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

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.

Recommended Reading

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). 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

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

Required Readings

- 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.

Recommended Reading

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

Module 3: Community Development, Engagement, & Empowerment

Unit 7: Homelessness, Community Development, & Housing

Topics

- Homelessness
- Housing First
- Community Development
- Housing in America
- Neighborhood Stabilization

View film: Dudley Street Neighborhood Initiative, Holding Ground

Required Reading

Housing First: A New Approach to Ending Homelessness. The National Alliance to End Homelessness< Inc.

Recommended 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-

LISTEN:

<http://www.npr.org/2013/09/26/226201549/i-a-puts-chronically-homeless-in-the-front-of-housing-line>

VIEW: Becky Blanton: The year I was homeless

https://www.ted.com/talks/becky_blanton_the_year_i_was_homeless?language=en

Can Homelessness be Solved?: John Maceri at TedxUCLA

<http://tedxtalks.ted.com/video/Can-Homelessness-be-Solved-John>

Unit 8: Community Empowerment and Transformation

Topics

- Poverty & inequality
- Empowerment and organizing

View film: Brooklyn Matters

Assignment #2: Policy Analysis & Brief Due

Required Readings

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

Recommended Reading

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

Unit 9: Race and Place-Based Initiatives

Topics

- Race
- Place-based initiatives
- Building coalitions

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

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

Recommended Reading

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

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#.VGwOwiTF9AA>

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-politics>

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.

Required Reading:

Aaker, J & Smith, A. (Winter 2011) Dragonfly effect. Stanford Social Innovation Review. pp. 31-35.

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.

View Film: Maggie Growls

Required Reading

Delany, Colin. 2009. ePolitics.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 Effective 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

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.

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

IX. 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 (xxx@usc.edu) 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.

X. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

The university does not tolerate discrimination, sexual assault, and harassment. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

XI. SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

XII. 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 by the instructor and reported on the official "Incomplete Completion Form."

XIII. 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.

XIV. 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.

XV. 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.

XVI. COMPLAINTS

If you have a concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, please contact the Renee Smith-Maddox, Course Lead at: smithmad@usc.edu. If you feel your concern has not been resolved or received a satisfactory response, please contact Dr. Leslie Wind, Chair of the MSW Program at: wind@usc.edu.

XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)

- ✓ 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.
