

## **Social Work 639**

### **Policy Advocacy & Social Change**

3 Units

<b>Instructor:</b>	Dr. Ernelyn J. Navarro, DM, LCSW, BCC	<b>Course Day:</b>	Wednesday
<b>E-Mail:</b>	ernelynn@usc.edu	<b>Course Time:</b>	5:40 – 7pm
<b>Cell:</b>	(909) 957-3702	<b>Course Location:</b>	VAC
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<b>Office Hours:</b>			

#### **I. COURSE PREREQUISITES**

SOWK 536

#### **II. CATALOGUE DESCRIPTION**

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

#### **III. COURSE DESCRIPTION**

The course is designed to: 1) develop an understanding of the need for social work engagement in policy, 2) examine how to utilize policy advocacy in social work practice in order to better serve the needs of vulnerable populations, and 3) examine frameworks and strategies that can be used to analyze and advocate for solutions to social issues.

The course includes four modules that focuses on: 1) political decision making, 2) the policy landscape and how to conduct a policy analysis; 3) the role that race, class, and inequality plays in the development of communities; and 4) how social media can drive social change and provide strategies for becoming an effective policy advocate.

**IV. COURSE OBJECTIVES**

Objective #	Objectives
1	Describe the complexity of the political decision process.
2	Analyze a social issue/grand challenge for social work (using data, stories, current trends, domains of intersectionality, perspectives of advocates, and implications for social workers.)
3	Write a policy brief on a grand challenge for social work and a policy affecting a specific population.
4	Create a policy advocacy campaign and its evaluation metric using social media and/or emerging technologies.

**V. COURSE FORMAT / INSTRUCTIONAL METHODS**

The role of the instructor in this course includes being a lecturer, facilitator, and consultant. 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 by using the asynchronous coursework on the VAC platform.

**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	<b>Demonstrate Ethical and Professional Behavior</b>
2	<b>Engage in Diversity and Difference in Practice</b>
3	<b>Advance Human Rights and Social, Economic, and Environmental Justice*</b>
4	<b>Engage in Practice-informed Research and Research-informed Practice*</b>
5	<b>Engage in Policy Practice*</b>
6	<b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>
7	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>
8	<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>
9	<b>Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b>

\* 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
<p><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b></p> <p>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.</p>	<p><b>1.</b> Describe the complexity of the political decision process.</p>	<p><b>3a.</b> 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.</p>	<p>Cognitive and Affective Processes</p>	<p><b>Unit 1:</b> The Policy Paradox: Policy, Politics, and Reform</p> <p><b>Unit 2:</b> The Policy Paradox: Policy, Politics, and Reform</p> <p><b>Assignment 1:</b> Social Issue Report</p>
Competency	Objectives	Behaviors	Dimensions	Content

<p><b>Competency 4: Engage In Practice-informed Research and Research-informed Practice</b> 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.</p>	<p><b>2.</b> Analyze a social issue/grand challenge for social work (using data, stories, current trends, domains of intersectionality, perspectives of advocates, and implications for social workers.)</p>	<p><b>4b.</b> 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.</p>	<p>Skills</p>	<p><b>Unit 5:</b> Approaches to Policy Analysis – Part 1  <b>Unit 6:</b> Approaches to Policy Analysis – Part 2  <b>Assignment 2:</b> Policy Brief  <b>Assignment 3:</b> Policy Advocacy Campaign</p>
Competency	Objectives	Behaviors	Dimensions	Content

<p><b>Competency 5: Engage in Policy Practice</b> 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.</p>	<p><b>3.</b> Write a policy brief on a grand challenge for social work and a policy affecting a specific population.</p> <p><b>4.</b> Create a policy advocacy campaign and its evaluation metric using social media and/or emerging technologies.</p>	<p><b>5b.</b> 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.</p>	<p>Cognitive and Affective Processes</p>	<p><b>Unit 7:</b> Community Development &amp; Housing</p> <p><b>Unit 8:</b> Community Empowerment and Transformation</p> <p><b>Unit 9:</b> Race and Place-Based Initiatives</p> <p><b>Assignment 2:</b> Policy Brief</p> <p><b>Assignment 3:</b> Policy Advocacy Campaign</p>
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**VII. COURSE ASSIGNMENTS, DUE DATES & GRADING**

Assignment	Due Date	% of Final Grade
Assignment 1: Social Issue Report	Week 5 2/7/18	25%
Assignment 2: Policy Brief	Week 8 2/28/18	30%
Assignment 3: Policy Advocacy Campaign & Team Presentation	Weeks 14 & 15 4/11 & 4/18	35%
In-Class Work	Ongoing	10%

Students are expected to come to class prepared, contribute to the development of a positive learning environment, and demonstrate their learning through practice experiences, exercises, and assignments..

**In-class Work** (10% of Course Grade) In-class work includes discussions, weekly summary assignments and other exercises.

**Weekly Summary:** The instructor will assign 3-4 readings to each student throughout the semester. Students will prepare a one-page summary explaining the content (including citation, overview, key ideas/quotes, questions, and relevance) and present summary in class. Students will post the summary in Blackboard or the Course Wall.

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

**The focus for this course will be on the Grand Challenge to End Homelessness**  
[\(http://aaswsw.org/grand-challenges-initiative/12-challenges/end-homelessness/\)](http://aaswsw.org/grand-challenges-initiative/12-challenges/end-homelessness/)

**Practice Experiences:** Throughout the semester, there will be activities, presentations, and/or events in which to participate that can be used to analyze social issues and develop solutions to the selected grand challenge.

**ASSIGNMENTS:** The three required course assignments are briefly described below. **For each assignment, the instructor will provide a handout with guidelines.**

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 affect the student’s grade.

**Assignment 1: Social Issue Report.** Students will be asked to: prepare an 8-10 page social issue report that contains an overview of a social issue/grand challenge for social work. The paper should describe the problem using data, stories, current trends, domains of intersectionality, perspectives of advocates, and implications for social workers.

**The focus for this course will be on the Grand Challenge to End Homelessness**  
(<http://aaswsw.org/grand-challenges-initiative/12-challenges/end-homelessness/>)

**Due: Week 5 2/7/18**

**Assignment 2: Policy Brief.** Building on Assignment 1, students will be asked to: 1) a form a workgroup of 2 -3 individuals, and 2) write a 5-page policy brief on the grand challenge for social work and the policy affecting a specific population. Here are the steps to take in order to complete this assignment:

Examine the policy and practice landscape;

Analyze a policy using intersectionality, Power Analysis and relevant concepts presented in Policy Paradox by Deborah Stone;

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 policy 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); and

Design and distribute/post informational handout about the social issue and policy using infographics.

**Due: Week 8 2/28/18**

**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 (i.e., information technology, wireless data communication). The groups formed to complete Assignment #2 (Policy Brief) will be asked to produce a policy advocacy campaign using social media to influence opinions and raise awareness of an issue that engages policy influencers (i.e., policymakers, professional organizations, lobbyists, bloggers, online organizers) or mobilize grassroots action. The 15-20 minute presentation requirements are:

An overview of the social issue and relevant 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 constituents to do and exactly how you will get them to do it (how will you pitch the social action agenda? to whom? what actions do you want them to take?);

Create and present the advocacy strategies for the policy advocacy campaign (including a mock-up website, video, text for email messages, #hashtag, blog, tweets & Facebook posts).

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 policy advocacy campaign.

**Due: Weeks 14 or 15 4/11/2018 & 4/18/2018**

## 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 practice and strategies for effective advocacy. 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 these skills have been demonstrated by the student;
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; and
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.

## Late Policy

Due dates for each assignment are published under the course schedule. **Work turned in by 11:59 PM Pacific Standard Time on the due date**, as evidenced by the date stamp given on the VAC platform, will be considered on time and will receive full credit. Prompt submission of assignments for assessment allows the instructor to provide guidance and timely feedback.

Assignments and discussion forum postings and replies submitted after the due date will receive a 10% grade deduction. In other words, assignments which would have been rated A will be graded as B, or instead of 100%, the grade will be 90%. *Work submitted after two days past the original due date will not be accepted and will receive a zero.*

Assignment grades and feedback will be posted within 14 days after the assignment due date. If a grade is not posted, then the assignment was missing in the appropriate assignment upload section.

If you have questions or concerns about a grade, please contact the instructor ASAP. Do not wait until final grades have been posted to discuss missing assignments or missing grades.

Contact the instructor in advance if you are going to be late or miss an assignment. Timely communication via email is required in order to discuss an alternative submission schedule.

The instructor will review late requests and circumstances on a case by case basis and make decisions accordingly. If an emergency arises that prevents you from completing your work on time, please email the instructor as soon as possible so that arrangements can be made for you to keep up in the class. The late policy may be waived at the instructor's discretion in case of an emergency. Emergencies are defined as anything which is serious and unexpected. Emergencies cannot be written on the calendar in advance. An example of emergency: a health crisis of the student or in the student's immediate family. Examples of non-emergencies are: family weddings, vacations, conferences or any other event which can be planned around.

**Excused Makeup Work** - If a late submission has been requested in advance of the due date and the instructor grants an extension, no points will be deducted from the assignment grade.

**Incompletes** - (I's) will not be given except under extenuating circumstances that are discussed with your instructor prior to posting final grades.

**VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES**

**Required Textbooks**

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

Note: Additional readings for class sessions will be distributed by the instructor and/or available to download from ARES (<http://usc.ares.atlas-sys.com>). Readings for this class are listed under the course number and course lead's name: **Renee Smith-Maddox**.

**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. & Hoefler, 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

**Course Overview**

Unit	Topics	Assignments
<b>MODULE 1: The Policy Paradox</b>		
<b>1</b>	<b>The Policy Paradox: Policy, Politics and Reform</b> Course overview and introductions What is Social Welfare Policy? Policy Making Process Intersectionality Politics as Ideologies Grand Challenges of Social Work: End Homelessness	
<b>2</b>	<b>The Policy Paradox: The Market &amp; the Polis</b> Model of Reasoning Model of Society Model of Policy Making	
<b>3</b>	<b>Policy Goals &amp; Policy Actions</b> Policy Goals: Equity, Efficiency, Welfare, Liberty, and Security	
<b>4</b>	<b>Strategic Representations of Situations</b> Intersectionality and homelessness Problems represented as: Symbols, Numbers, Causes, Interests, and Decisions	

Unit	Topics	Assignments
<b>MODULE 2: Policy Practice Framework</b>		
5	<b>Policy Instruments for Solving Problems</b> Solutions: Incentives, Rules, Facts, Rights, and Powers	<b>ASSIGNMENT 1</b> <b>DUE</b> <b>FEB. 7, 2018</b>
6	<b>Policy Analysis: Tools for Building Evidence-Based Social Policy</b> How to conduct a policy analysis Kingdon's Open Window Model Power Analysis: Perspectives of Stakeholders and Policy Advocates	
<b>MODULE 3: Community Development, Engagement, &amp; Empowerment</b>		
7	<b>Community Development &amp; Housing</b> Community Development Coalition Building Approaches to Ending Homelessness	
8	<b>Community Empowerment and Transformation</b> Poverty & Inequality Empowerment & organizing	<b>ASSIGNMENT</b> <b>2</b> <b>DUE</b> <b>2/28/18</b>
9	<b>Race and Place-Based Initiatives</b> Place-Based Initiatives	

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**MODULE 4: Advocacy Practice for Social Change**

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**10 Advocacy & Lobbying**

What is advocacy?  
Slacktivism  
Lobbying Tactics

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**11 Digital Advocacy**

Rules of social media engagement  
Digital network

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**12 Designing an Advocacy Campaign**

Defining the issue and causes  
Generating possible solutions  
Determining target audience  
Selecting appropriate advocacy tools  
Applying Kingdon's Open Policy Window

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**13 Evaluating Advocacy Campaign**

Measuring Success  
Assessing Advocacy and Policy Change Efforts

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**14 & 15 Policy Advocacy Campaigns for Social Change: Team Presentations**  
**Assignment 3 Due**  
**April 11 and 18, 2018**

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**Course Schedule—Detailed Description**

**Module 1: The Policy Paradox**

**Unit 1: The Policy Paradox: Policy, Politics and Intersectionality**

**Topics**

- Course overview and introductions
- What is Social Welfare Policy?
- Policy Making Process
- Politics as Ideologies
- Intersectionality
- Grand Challenges of Social Work: End Homelessness

**Exercise:** Prior to class, take at least one Implicit Association Test on this website:

<https://implicit.harvard.edu/implicit/takeatest.html>

For more information about Project Implicit, go to: <https://www.projectimplicit.net/index.html>

### Required Readings

Henwood, B.F., Wenzel, S.L., Mangano, P.F., Hombs, M., Padgett, D.K., Byrne, B., Rice, E., & Uretsky, M.C. (January 2015). The Challenge of Ending Homelessness. Grand Challenges for Social Work Initiative, Working Paper No. 9, 1-22, American Academy of Social Work and Social Welfare.

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

**View:** Kimberlé Crenshaw: The urgency of intersectionality  
([https://www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality))

### Recommended Reading:

Hankivsky, O. (April 2014) Intersectionality 101. The Institute for Intersectionality Research & Policy, SFU, pp 1-36.

## Unit 2: The Policy Paradox: The Market & Polis

### Topics

- Intersectionality and homelessness
- Model of Reasoning
- Model of Society
- Model of Policy Making

### Required Readings

Lurie, K. & Schuster, B. (May 2015). Discrimination at the margins: The intersectionality of homelessness and other marginalized groups. pp, i-5. Seattle University: School of Law: Homeless Rights Advocacy Project.

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

## Unit 3: Policy Goals and Policy Actions

### Topics

- Policy Goals: Equity, Efficiency, Welfare, Liberty, and Security

### Required Readings

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

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

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

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

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

## Unit 4: Policy Instruments for Solving Problems

### Topics

- Strategic Representation of Problems: Symbols, Numbers, Causes, Interests, and Decisions

### View:

### Vote for Me

#### Becky Blanton: The year I was homeless

[https://www.ted.com/talks/becky\\_blanton\\_the\\_year\\_i\\_was\\_homeless?language=en](https://www.ted.com/talks/becky_blanton_the_year_i_was_homeless?language=en)

### 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). Numbers. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 183-205). 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: Policy Instruments for Solving Problems

### Topics

- Solutions: Incentives, Rules, Facts, Rights, and Powers

### Assignment 1 Due Week 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* (3rd Ed., 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.

**View: Can Homelessness be Solved? John Maceri at TedxUCLA**  
<http://tedxtalks.ted.com/video/Can-Homelessness-be-Solved-John>

## Unit 6: Approaches to Policy Analysis

### Topics

- How to conduct a policy analysis
- Kingdon's Open Policy Window
- Power Analysis: Perspectives of Stakeholders and Policy Advocates

**Exercise:** Complete Power Analysis Template for your project

### Required Readings

Harvard Family Research Project. (Spring 2007). Evaluation based on theories of the policy process. *The evaluation exchange: A periodical on emerging strategies in evaluation*, vol. XIII, no.1, 6-7. Harvard Graduate School of Education. Cambridge, MA.

### 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
- Coalition Building
- Approaches to Ending Homelessness

#### View: Dudley Street Neighborhood Initiative, Holding Ground

#### Required Readings

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.

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

The White House (November 16, 2016). Executive Order—Establishing a Community Solutions Council.

#### LISTEN:

<http://www.npr.org/2013/09/26/226201549/1-a-puts-chronically-homeless-in-the-front-of-housing-line>

### Unit 8: Community Empowerment and Transformation

#### Topics

- Poverty & Inequality
- Empowerment and Organizing

#### Assignment #2: Policy Brief Due Week 8

#### View film: Brooklyn Matters

#### 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.

## Unit 9: Race and Place-Based Initiatives

### Topics

- Place-based initiatives

### 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.

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: Advocacy Practice for Social Change

## Unit 10: Advocacy & Lobbying

### Topics

- What is advocacy?
- Slacktivism
- Lobbying Tactics

### Required Readings

Hedrick, L. (December 28, 2015). Is the Internet Fueling Social Change or Giving License to Engage in Lazy Activism? USC News.

Kristofferson, K., White, K., & Peloza, J. (2014). The Nature of Slacktivism: How the Social Observability of an Initial Act of Token Support Affects Subsequent Prosocial Action. *Journal of Consumer Research*, 40(6), 1149-1166.

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>

**Read:**

[http://sethgodin.typepad.com/seths\\_blog/2014/08/slacktivism.html](http://sethgodin.typepad.com/seths_blog/2014/08/slacktivism.html)

**Explore:** 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](http://www.epolitics.com)

Frogloop. [www.frogloop.com](http://www.frogloop.com)

techPresident. [www.techpresident.com](http://www.techpresident.com)

Mobile Active. <http://www.youtube.com/user/MobileActiveOrg/about>

Mobilizing Youth. [blog.mobilevoter.org](http://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**

### **Topics**

- Rules of social media engagement
- Developing a digital network

### **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](http://www.ssireview.org/podcasts/entry/leveraging_twitter_for_nonprofit_initiatives)

## Units 12: Designing an Advocacy Campaign

### Topics

- Defining the issue and causes
- Generating possible solutions
- Determining target audience
- Selecting appropriate advocacy tools
- Applying Kingdon's Open Policy Window to Homelessness

**Exercises:** 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.

Complete Policy Advocacy Canvas Template for your policy advocacy campaign

Apply Kingdon's Open Policy Window to Homelessness. For this exercise, map out the strategies, outcomes, and process streams.

### 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: Evaluating Advocacy

### Topics

Measuring Success  
Evaluating Advocacy & Policy 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

Schiffrin, A. & Zuckerman, E. (Fall 2015) Can we measure media impact? Surveying the field. 1-12, *Social Innovation Review*, Measurement & Evaluation,

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**  
**Weeks 14 & 15**

## University Policies and Guidelines

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### 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 ([smithmad@usc.edu](mailto:smithmad@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 Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. 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>.

### XI. SUPPORT SYSTEMS

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

<https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*  
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

*Diversity at USC – <https://diversity.usc.edu/>*

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

## **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 be 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 well-being 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 complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the Department of Social Change & Innovation, Michalle MorBarak. If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

## **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.

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*Don't procrastinate or postpone working on assignments.*

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