

**School of Social Work  
University of Wisconsin-Madison  
1350 University Avenue  
Madison, WI 53706  
SW852 - 001 & PubAffairs974 - 005: Influencing Political Systems for Social Change  
Fall, 2018-19**

**Instructor Name: Roberta Gassman MSSW, Senior Fellow**

**Class Day & Time: Thursdays, 10:00am-12:00pm**

**Location: Room 220, Social Work Building**

**Office Hours: most Thursdays, 12:15-1:00pm, and by appointment; Room 213, Social Work Building, 1350 University Avenue, Madison, WI 53706-1510**

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**Canvas Course URL: <https://canvas.wisc.edu/courses/121230>**

**Credits: SW852 - 2 credits; PubAffairs974 – 3 credits**

**Instructional Mode: Face-to-face**

## **I. Course Description**

This advanced graduate course will focus on political advocacy strategies in public policy and government settings. To best prepare social workers and those seeking to impact public policy and social change and improve the social and economic status of individuals, families, communities and systems, students in this course will examine the knowledge and political skills, strategies, techniques and actions which influence elected officials and policy makers and the policies, practices, programs, services and resources they establish for people in need through local, state and federal units of government.

Course designations and attributes: This course counts toward the 50% graduate MSW coursework requirement.

Requisite: Declared in the Master of Social Work Program or graduate or professional standing.

How credit hours are met: This class meets for one 2-hour class period each week and carries the expectation that students will work on course learning activities (reading, writing, studying) for about 4 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work.

## **II. Course Overview**

This is an elective course for Advanced Generalist Specialization students. Students will be exposed to current social and economic policy challenges, such as the well-being of children and families, especially those of color or living in poverty, people with disabilities, wage inequality and economic security for the underemployed and unemployed, LGBT rights and the rights and

safety of women and immigrants and the real-world strategies now being advanced to address these challenges in the political arena.

The elective course will involve a combination of:

- interactive presentations and discussion requiring active student preparation and participation;
- visits from prominent advocates, community and state leaders, elected officials and policy makers;
- individual written assignments;
- a visit to the state Capitol;
- group role plays giving students experience in the use of political advocacy and evidence-based data to impact policies and programs serving vulnerable populations.

Using major state and local organizations and units of government surrounding the University as a rich learning environment, students will have the chance to see how an idea becomes a law or policy and is implemented and the related impacts of data, researchers, media, citizens, coalitions, elections, advocates, the courts and philanthropic organizations on policy implementation and social change. Students will follow advocacy strategies and media coverage and gain experience in action planning to impact change including the preparation of written communications such as an op-ed piece and a memo to a candidate for executive office.

### **III. Learning Outcomes: Competency Descriptions and Dimensions**

Social work education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in nine core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignments and behaviors learned in field experiences and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A of this syllabus.

IV. **Course Content** (more information about course readings and assignments is addressed later in sections IV., V. and Appendix A of this syllabus)

#### **Week 1: Thursday, September 6**

**Topics: Introductions and Course Overview**

How are political systems and public policy shaped? How do the political environment and public policy impact the economic status and well-being of children, families, vulnerable and diverse populations and communities? What are the values of social change? What strategies and techniques can impact public policy and social change? What are the roles of human services practitioners and policy makers in impacting public policy and advancing social change?

Please be prepared to briefly (1 minute) introduce yourself to the class including your education, professional experience, why you are in this class and identify a current local, state or national public policy that impacts a vulnerable population, concerns you and why.

**Gassman will cover today:**

- Section 6.04 Social and Political Action and Preamble (ONLY!) to the National Association of Social Workers (NASW) Code of Ethics as revised by the NASW Delegate Assembly on August 4, 2017:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

- Hoefler, pages 1-11, 220-227
- Amidei, pages 3-16

**In class activity:** Students will read brief article in class on recent political advocacy strategies used by different leaders and organizations following the aftermath of the school shooting at Marjory Stoneman Douglas High School in Florida. Discussion will follow noting impacts to date.

**No posted news article or blog due today.**

**Week 2: Thursday, September 13**

**Topic: The Role of Academics, Think Tanks and Philanthropic Organizations in Impacting Policy and Social Change**

A look at the role of data and strategies for impacting elected officials and policy makers with a focus on economic security for low wage, underemployed and unemployed workers including women and people of color.

**Required Readings:**

- COWS, Center on Wisconsin Strategy, May, 2018, *At the Wage Floor: Covering Homecare and Early Care and Education Workers in the New Generation of Minimum Wage Laws:*

<https://www.cows.org/at-the-wage-floor-covering-homecare-and-early-care-and-education->

[workers-in-the-new-generation-of-minimum-wage-laws](#)

- COWS, Center on Wisconsin Strategy, October, 2014, *Raise the Floor Wisconsin – Minimum Wage Edition*:

<http://www.cows.org/data/documents/1660.pdf>

- Bandow, Doug, CATO Institute, April 9, 2013, *Raising Minimum Wage Will Hurt More than Help*:

<http://www.cato.org/publications/commentary/raising-minimum-wage-will-hurt-more-help>

- Bio for Dr. Laura Dresser:

<https://socwork.wisc.edu/directory/laura-dresser>

**Guest speaker:** Laura Dresser, Ph.D., Clinical Assistant Professor School of Social Work and Associate Director, Center on Wisconsin Strategy (COWS), UW-Madison, on the role of research and data in impacting policies and outcomes for low wage workers and their families.

**No posted news article or blog due today.**

**Week 3: Thursday, September 20**

**Topic: Impacting Political Systems and Policy for Social Change Overview, Part 1**

What are the general processes of federal, state and local legislative change? How does an idea become a bill and how does a bill become a law? What are the different roles and responsibilities of the executive and legislative branches, the non-partisan legislative and executive agencies and appointed administrative officials? What impacts elected officials and their appointees and what are the roles of data, advocacy and media coverage? What gets addressed in elections and what happens next?

**Required Readings:**

- Amidei, pages 17-23
- Jansson, Bruce, 2014, 2011, *Becoming an Effective Policy Advocate – From Policy Practice to Social Justice*, Brooks/Cole, Cengage Learning, Belmont, CA, Chapter 4, *Understanding the Ecology of Policy in Governmental, Electoral, Community, and Agency Settings*, pages 100 – 111 (on Canvas course site)
- *How a Bill Becomes a Law*, The Wisconsin State Legislature (SKIM ONLY):

<https://legis.wisconsin.gov/assembly/acc/media/1106/howabillbecomeslaw.pdf>

- Bio for State Representative Chris Taylor:

<http://legis.wisconsin.gov/assembly/taylor/Pages/Biography.aspx>

- Goodman Community Center (SKIM SITE ONLY):

<https://www.goodmancenter.org/>

**Guest speakers:** State Representative Chris Taylor & Becky Steinhoff, Executive Director, & Art Richardson, High School & Ready 4 Change Youth Conference Coordinator, Goodman Community Center, on data and strategies that impact elected officials and policy makers.

**No posted news article or blog due today.**

#### **Week 4: Thursday, September 27**

#### **Topic: The Role of Advocates in Impacting Policy and Social Change – Part 2**

How does information change attitudes and behavior? What influences people to organize and take action on behalf of change? How do citizens, advocates, interest groups, stakeholders and lobbyists impact elected officials and public policy?

#### **Required Readings:**

- Jansson, Bruce, 2014, 2011, *Becoming an Effective Policy Advocate – From Policy Practice to Social Justice*, Brooks/Cole, Cengage, Learning, Belmont, CA, from Chapter 2, *Articulating Four Rationales for Participating in Policy Advocacy*, pages, 32-36 (on Canvas course site)
- *National Association of Social Workers Policy Statements, 2015-2017, 10<sup>th</sup> Edition, Role of Government, Social Policy, and Social Work*, NASW Press, Washington, DC, pages 260-264 (on Canvas course site)
- Amidei, pages 62-68, 78, 93-94
- *The School Shooting Generation Has Had Enough*, Charlotte Alter, TIME, March 22, 2018:  
<http://time.com/longform/never-again-movement/>
- The Capital Times, June 30, 2018, *Rev. Jerry Hancock: Christians Are Obligated to Speak Truth to Power*:

[https://madison.com/ct/opinion/column/rev-jerry-hancock-christians-are-obligated-to-speak-truth-to/article\\_93c56d8e-8c4a-59a4-9c79-8615c8031c64.html?utm\\_medium=social&utm\\_source=email&utm\\_campaign=user-share](https://madison.com/ct/opinion/column/rev-jerry-hancock-christians-are-obligated-to-speak-truth-to/article_93c56d8e-8c4a-59a4-9c79-8615c8031c64.html?utm_medium=social&utm_source=email&utm_campaign=user-share)

- Bio of Rev. Jerry Hancock, J.D., M.Div., Director, The Prison Ministry Project, First Congregational United Church of Christ; President, Board of Directors, Wisconsin Anti Violence Effort (WAVE):

<http://www.firstcongrmadison.org/content/reverand-jerry-hancock>

**“Blog” question:** In terms of promoting the economic well-being of a vulnerable population that you care about, such as women, people of color, those with disabilities or those who are LGBTQ, what might be three ways in which citizens could be effective advocates with elected officials and policy makers and what kind of data would be particularly persuasive and why?

**Guest speaker:** The Rev. Jerry Hancock, J.D., M.Div., Director, The Prison Ministry Project, First Congregational United Church of Christ, and President, Board of Directors, Wisconsin Anti Violence Effort (WAVE), on data and strategies that impact elected officials and policy makers on issues related to gun safety and prison reform.

**Posted news article #1 due today.**

#### **Week 5: Thursday, October 4**

#### **Topic: Understanding the Issue**

A look at how to analyze public policies that impact vulnerable populations and steps for developing solutions to advance social change with a focus on promoting the well-being of people with disabilities.

#### **Required Readings:**

- Hoefler, pages 62-85
- *National Association of Social Workers Policy Statements, 2015-2017, 9<sup>th</sup> Edition, People With Disabilities*, NASW Press, Washington, DC, pages 230-233 (on Canvas course site)
- “For those who depend on Medicaid, proposed federal caps instill fear,” *Milwaukee Journal Sentinel*, June 26, 2017:

<http://www.jsonline.com/story/money/2017/06/24/advocates-and-parents-o/424260001/>

- “Family Care changes could have big impact in Dane County,” *Wisconsin State Journal*, March 22, 2015:

[http://host.madison.com/news/local/health\\_med\\_fit/family-care-changes-could-have-big-impact-in-dane-county/article\\_ee6c83c1-c60a-5902-a9ad-e2d16566e7fa.html](http://host.madison.com/news/local/health_med_fit/family-care-changes-could-have-big-impact-in-dane-county/article_ee6c83c1-c60a-5902-a9ad-e2d16566e7fa.html)

- “Health Services Department withdraws request for changes to state Medicaid programs,” *Wisconsin State Journal*, June 10, 2016:

[http://host.madison.com/wsj/news/local/govt-and-politics/health-services-department-withdraws-request-for-changes-to-state-medicaid/article\\_d56067ab-9c37-57bc-aeac-d12d0086de37.html](http://host.madison.com/wsj/news/local/govt-and-politics/health-services-department-withdraws-request-for-changes-to-state-medicaid/article_d56067ab-9c37-57bc-aeac-d12d0086de37.html)

- Bio for Barbara Katz:

<http://www.waisman.wisc.edu/~rowley/wfv/Fv/staff.html>

**“Blog” question:** What are three strategies that might be helpful in impacting elected officials and policy makers to promote the well-being of people with disabilities and why?

**Guest speaker:** Barbara Katz, Co-Director of Family Voices of Wisconsin, past Chair, Wisconsin Board for People with Developmental Disabilities, member of the Survival Coalition and the Wisconsin Council for Children with Long Term Support Needs and parent of a child with developmental disabilities, on strategies of parents and advocates in influencing social change on behalf of people with disabilities.

**Posted news article #2 due today.**

## **Week 6: Thursday, October 11 (Written Policy Advocacy Reflection Due Today)**

### **Topic: Presenting Information Effectively**

A look at how advocates present information effectively to impact public policy with a focus on breaking the cycles of racism and incarceration.

### **Required Readings:**

- Hoefler, Chapter 7, pages 133-150
- Amidei, pages 72-73
- Ed Kilgore, *New York Magazine*, *Criminal Justice Reform Deal Facing Opposition From Left to Right*, August 20, 2018:

<http://nymag.com/daily/intelligencer/2018/08/criminal-justice-reform-deal-doesnt-include-cotton-booker.html>

- Emma Coleman, Washington Post, August 20, 2018, *Why criminal justice reform advocates are struggling in Trump's America: The religious origins of President Trump's war on crime*:

[https://www.washingtonpost.com/news/made-by-history/wp/2018/08/20/why-criminal-justice-reform-advocates-are-struggling-in-trumps-america/?noredirect=on&utm\\_term=.79883ba9970a](https://www.washingtonpost.com/news/made-by-history/wp/2018/08/20/why-criminal-justice-reform-advocates-are-struggling-in-trumps-america/?noredirect=on&utm_term=.79883ba9970a)

- Lens, Vicki, July 2005, *Social Work, Advocacy and Argumentation in the Public Arena: A Guide for Social Workers*, pages 231-238:

<https://www.jstor.org/stable/pdf/23720817.pdf?refreqid=excelsior%3A359ce49afee9e31bcf79184b4cf0c22d>

- “Sessions ends Obama-era leniency on sentencing, infuriating civil rights groups,” May 12, 2017, *Fox News*:

<http://www.foxnews.com/politics/2017/05/12/sessions-doj-releases-memo-to-all-94-us-attorneys-calling-for-reversal-holder-era-policy.html>

- “Unity Was Emerging on Sentencing. Then Came Sessions.” *New York Times*, May 15, 2017:

<https://www.nytimes.com/2017/05/14/us/politics/jeff-sessions-criminal-sentencing.html-update>

- “We Can Do Better Than This: Judge Everett Mitchell on Being Visible in Your Community,” *Inside Track*, Bi-Weekly Newsletter of the State Bar of Wisconsin, April 2017:

<http://www.wisbar.org/NewsPublications/InsideTrack/Pages/Article.aspx?Volume=9&Issue=7&ArticleID=25506>

**Guest speaker:** Judge Everett Mitchell, on strategies for impacting elected officials and policy makers regarding issues of race relations and breaking the cycle of incarceration.

**No blog or posted news article due today.**

**Week 7: Thursday, October 18 (Topic and position that you will address in your op-ed piece, memo to a candidate and action plan due today)**

**Topic: Government in Action - A Visit to the State Capitol**

Understanding state government and background on best practices for writing policy memos.

We will meet at 10:00am in Room 328 NW in the State Capitol for a presentation by and discussion with Jessica Karls-Ruplinger, Deputy Director of the Wisconsin Legislative Council, on the role the Legislative Council plays in studying state needs and public policies and advancing new legislation. Following our time with Karls-Ruplinger, depending upon the possible meeting schedule that day in the Capitol, we will either attend a committee meeting or meet with legislative leaders on their work for new legislation through a Legislative Council committee.

Students should dress appropriately for this visit – not fancy, but professional, i.e., no jeans. Also, out of respect for our presenters, it will be important to please be on time.

(Directions to Room 328 NW from State Street entrance to Capitol: When you enter the State Street entrance to the Capitol (which is the West wing of the Capitol), take the elevators, on your left side, to the 3<sup>rd</sup> floor. After exiting the elevators, turn left and continue to follow the hallway. After the hallway turns to the left, you will see Room 328 NW.)

#### **Required Readings:**

- Policy Memo Writing Tips, Princeton University, Woodrow Wilson School of Public and International Affairs, 2015:

<http://wws.princeton.edu/admissions/wws-blog/item/policy-memo-writing-tips>

- MIT, Writing Effective Policy Memos, 2004:

<http://dspace.mit.edu/bitstream/handle/1721.1/36824/11-479Spring-2004/NR/rdonlyres/Urban-Studies-and-Planning/11-479Spring-2004/9CE4ACA2-EC3D-4C1D-91CC-27971E27DCF5/0/pmwriting.pdf>

- About Jessica Karls-Ruplinger, Deputy Director, Wisconsin Legislative Council:

<https://lc.legis.wisconsin.gov/StaffDetail/Detail/11>

- About the Wisconsin Legislative Council:

<http://legis.wisconsin.gov/lc>

- **“Blog” question:** Identify a state policy issue that you care about and would like to see a Legislative Council study committee appointed to address; given what you know about that topic and see in the media on this issue, if you were an impacted family member or agency professional working on this issue, what might be two recommendations you would like to see the study committee advance and why?

**Speaker:** Jessica Karls-Ruplinger, Deputy Director, Wisconsin Legislative Council, on the role the Wisconsin Legislative Council plays in advancing new legislation.

**Posted news article #3 due today.**

### **Week 8: Thursday, October 25**

#### **Topic: The Role of the Media and Social Media in Influencing Opinion Leaders, Public Policy and Social Change**

What is the impact of media coverage on the public, elected officials, policy makers and diversity and what strategies are important in working with the media, especially in the age of social media and the Internet, and background on best practices for writing effective op-ed pieces.

#### **Required Readings:**

- Hoefler, pages 150-179
- Amidei, pages 53-57
- Bobo, Kim, Kendall, Jackie, Max, Steve, *Organizing for Social Change*, 2010, from Chapter 14, pages 159-173, *Using the Media*, (on Canvas course site)
- Harvard Kennedy School, *How To Write An Op-Ed or Column*, 2012:  
[https://shorensteincenter.org/wp-content/uploads/2012/07/HO\\_NEW\\_HOW-TO-WRITE-AN-OPED-OR-COLUMN.pdf](https://shorensteincenter.org/wp-content/uploads/2012/07/HO_NEW_HOW-TO-WRITE-AN-OPED-OR-COLUMN.pdf)
- Katherine Lee, American Psychological Association, *How to Write An Op-Ed*, February 2018:  
<http://www.apa.org/monitor/2018/02/write-op-ed.aspx>
- About Neil Heinen:  
<http://www.channel3000.com/meet-the-team/neil-heinen/136592725>
- About Henry Sanders and Madison365:  
<https://madison365.com/about-us/>

**“Blog” question:** Selecting a public policy issue that you care about and that impacts a vulnerable population, how has that issue been framed in the media and how has this influenced

your view of the issue?

**Guest speakers:** Neil Heinen, Editorial Director, WISC-TV and *Madison Magazine*, and Henry Sanders, Publisher and CEO, *Madison365*, on strategies for working with the media to raise public awareness on issues related to vulnerable populations.

**In class activity:** Looking at two of the news stories that were shared on our class Facebook news page today, students will discuss how advocacy may have impacted the stories and how the coverage might influence elected officials and their actions.

**Posted news article #4 due today.**

### **Week 9: Thursday, November 1 (Op-ed piece due today)**

#### **Topic: The Role of the Judicial Branch in Impacting Public Policy and Social Change**

How do citizens and organizations work through the court system to advance change on behalf of vulnerable populations and social change.

#### **Required Readings:**

- The White House, The Judicial Branch:

<http://www.whitehouse.gov/our-government/judicial-branch>

- Wisconsin Court System, The Wisconsin Court System Overview:

<http://www.wicourts.gov/courts/overview/overview.htm>

- Amidei, pages 21-22

- “A Presumption of Guilt, Bryan Stevenson,” *The New York Review of Books*, July 13, 2017:

<http://www.nybooks.com/articles/2017/07/13/presumption-of-guilt/>

- Bio of Lester Pines:

<https://www.pinesbach.com/About/Lester-A-Pines-custom.shtml>

- Bio of Tamara Packard:

<https://www.pinesbach.com/About/Tamara-B-Packard-custom.shtml>

**Guest speakers:** Attorneys Lester Pines, Senior Partner, and Tamara Packard, Partner, Pines Bach LLP, on how the courts can impact vulnerable populations. Pines and Packard have been active in representing clients, including before the Wisconsin Supreme Court, on major Wisconsin public policy issues such as Voter ID, collective bargaining, access to women's reproductive health services and marriage equality.

**No blog or posted news article due today.**

## **Week 10: Thursday, November 8**

### **Topic: Advocacy Planning**

An overview of strategies for developing actions plans to implement social change with a focus on rights for Latinos and immigrants, including in response to recent family separation practices at the border.

**IN CLASS ASSIGNMENT: Briefly meet in the small groups that will be presenting the fifteen minute Group Policy Advocacy Role Plays during the last two weeks of class to: identify the topic your role play will address (from policy topics covered in this class); identify who will be your 2 concerned citizen presenters; identify the state or local officials you will be trying to impact in a fifteen minute role play meeting; identify who will be the officials. I will bring small group assignments and further directions regarding this assignment to class.**

### **Required Readings:**

- Hoefler, pages 86-103
- Amidei, pages 38-49
- TIME, *Lawyers on the Border Still Dealing With Fallout From Family Separations*, August 20, 2018:  
<http://time.com/5371963/family-separation-policy-border-lawyers/>
- National Public Radio, *What We Know: Family Separation And 'Zero Tolerance' At The Border*, June 19, 2018:  
<https://www.npr.org/2018/06/19/621065383/what-we-know-family-separation-and-zero-tolerance-at-the-border>
- "If you believe in the Latinos' fight, the time is NOW," Karen Menendez Coller, Madison.com, February 20, 2017:

[http://host.madison.com/ct/opinion/column/karen-menendez-coller-if-you-believe-in-the-  
latinos/article\\_436da59f-bc07-5a30-ae47-04691f8c3c55.html](http://host.madison.com/ct/opinion/column/karen-menendez-coller-if-you-believe-in-the-latinos/article_436da59f-bc07-5a30-ae47-04691f8c3c55.html)

- “Honoring Nan Cheney and Karen Menendez Coller,” *The Capital Times*, May 24, 2017:

[http://host.madison.com/ct/opinion/column/john\\_nichols/john-nichols-honoring-nan-cheney-  
and-karen-menendez-coller/article\\_112827cf-9700-5404-9c1f-cfbaffde9b6.html](http://host.madison.com/ct/opinion/column/john_nichols/john-nichols-honoring-nan-cheney-and-karen-menendez-coller/article_112827cf-9700-5404-9c1f-cfbaffde9b6.html)

- “New Centro Hispano leader sees power in immigrant stories,” *Wisconsin State Journal*, 10/27/13:

[http://host.madison.com/wsj/news/local/new-centro-hispano-leader-sees-power-in-  
immigrant-stories/article\\_091f4a94-e3d1-5e6b-a51f-ffe8a833b51d.html](http://host.madison.com/wsj/news/local/new-centro-hispano-leader-sees-power-in-immigrant-stories/article_091f4a94-e3d1-5e6b-a51f-ffe8a833b51d.html)

- Bio for Karen Menendez Coller, Ph.D., Executive Director, Centro Hispano:

[http://www.hispanicprblog.com/karen-menendez-named-new-executive-director-at-centro-  
hispano/](http://www.hispanicprblog.com/karen-menendez-named-new-executive-director-at-centro-hispano/)

**“Blog” question:** What types of facts, stories and allies might be helpful in advocating on behalf of the well-being of Dane County’s Latinos and immigrants and why?

**Speaker:** Karen Menendez Coller, Ph.D., Executive Director, Centro Hispano, on strategies for improving the well-being of Dane County’s Latino families and impacting community leaders, public investments and policies on their behalf.

**Posted news article #5 due today.**

**Week 11: Thursday, November 15 (Memo to candidate due today)**

**Topic: Coalitions and Community Building**

The power of coalitions and public/private partnerships for community building and advancing strong communities and social change, particularly on issues related to women’s safety and well-being as raised by the “Me Too” and “Time’s Up” movements.

**Required Readings:**

- Amidei, pages 50 – 53
- Bobo, Kim, Kendall, Jackie, Max, Steve, *Organizing for Social Change*, 2010, Chapter 9, *Building and Joining Coalitions*, pages 97-105, and from Chapter 17, *Working with Religious Organizations* (please skim), 255-265 (on Canvas course site)

- Jansson, Bruce, 2014,2011, *Becoming an Effective Policy Advocate – From Policy Practice to Social Justice*, Brooks/Cole, Cengage, Learning, Belmont, CA, from Chapter 11, *Developing Political Strategy and Putting It into Action in the Policy-Enacting Task*, *Organizing Legislative Advocacy Projects in the Policy-Enacting Task*, *Organizing a Team or Coalition*, pages, 381-382, and *Strategy in Agency Settings in the Policy-Enacting Task*, pages 397-399 (on Canvas course site)
- *Governing Wisconsin*, from the Wisconsin Legislative Reference Bureau, *Lobbying in Wisconsin: What Do Lobbyists Do and How Are They Regulated in Wisconsin* (on Canvas course site)
- The Pulitzer Prize Winner in Public Service, 2018 (PLEASE SKIM through breadth of stories covered):  
  
<http://www.pulitzer.org/winners/new-york-times-reporting-led-jodi-kantor-and-megan-twohey-and-new-yorker-reporting-ronan>
- End Abuse Now Wisconsin, End Domestic Abuse Wisconsin’s Work to Empower Teens to Prevent Abuse Continues, October 4, 2016:  
  
<http://www.endabusewi.org/blog/2016/end-domestic-abuse-wisconsin-s-work-to-empower-teens-to-prevent-abuse-continues>
- Patti Seger, *Educate Wisconsin teenagers about abuse*, *Wisconsin State Journal*, January 17, 2018:  
  
[https://madison.com/wsj/opinion/column/patti-seger-educate-wisconsin-teenagers-about-abuse/article\\_bcf0ffa9-40d8-5d68-a962-b62db261d78e.html](https://madison.com/wsj/opinion/column/patti-seger-educate-wisconsin-teenagers-about-abuse/article_bcf0ffa9-40d8-5d68-a962-b62db261d78e.html)

**Speakers:** Patti Seger, Executive Director, and Stephanie Ortiz, Prevention & Public Awareness Coordinator, End Domestic Abuse WI, the Wisconsin Coalition Against Domestic Violence, on strategies for improving the safety and well-being of women and impacts of the “Me Too” and “Time’s Up” movements.

**No blog or posted news article due today.**

**NOVEMBER 22, THANKSGIVING, NO CLASS**

**Week 12: Thursday, November 29**

**Topic: Group Policy Advocacy Role Plays, Part 1**

**IN CLASS ASSIGNMENT:** First set of small groups, following outside of class group

preparation, present a fifteen minute Group Policy Advocacy Role Play on one of the policy topics covered in this course. Two of you will be the concerned citizen presenters and you will identify ahead your positions, three written talking points you will use to verbally communicate your points to the officials in the role play and who the lead official is. Presenters will be advocating a position with the state or local official. Two of you will be the audience, the state or local officials the citizens will be trying to impact in the role play. The officials will be allowed two to four questions to which the citizens will respond. Both sides should use data and seek to be persuasive, credible and easy to understand. Participant reflections and class discussion will follow.

### **Required Readings:**

- Amidei, pages 26-29
- Tweedie, Jack, National Conference of State Legislatures, *Learning a New Language: Effectively Communicating Early Childhood Research to State Legislators*, Harvard Family Research Project, Volume X, Number 2, Summer 2004 (on Canvas course site)

**No blog or posted news article due today.**

### **Week 13: Thursday, December 6 (Advocacy plan due today)**

#### **Topic: Group Policy Advocacy Role Plays, Part 2**

**IN CLASS ASSIGNMENT:** Second set of small groups, following outside of class group preparation, present a fifteen minute Group Policy Advocacy Role Play on one of the policy topics covered in this course. Two of you will be the concerned citizen presenters and you will identify ahead your positions, three written talking points you will use to verbally communicate your points to the officials in the role play and who the lead official is. Presenters will be advocating a position with the state or local officials. Two of you will be the audience, the state or local officials the citizens will be trying to impact in the role play. The officials will be allowed two to four questions to which the citizens will respond. Both sides should use data and seek to be persuasive, credible and easy to understand. Participant reflections and class discussion will follow.

**No blog or posted news article due today.**

**(IF YOU WOULD LIKE YOUR GRADED ADVOCACY PLAN RETURNED TO YOU, PLEASE BRING A STAMPED, ADDRESSED ENVELOPE TO CLASS.)**

### **V. Texts and Reading Materials**

The readings for the course include research articles and publications from diverse think tanks,

advocacy groups and government agencies including the executive branch, the legislative branch and non-partisan legislative and executive agencies. Readings are from a variety of scholars and organizations and have been selected to strengthen students' critical thinking and encourage classroom discussion. It is not expected that students or the instructor will agree with all perspectives presented and students are encouraged to express and be respectful of diverse points of view.

The course will draw heavily from **2 books available for purchase** through University Book Store and on reserve in the School of Social Work Library:

- Amidei, Nancy, 2010, *So You Want to Make a Difference*, OMB Watch, Washington, DC
- Hoefler, Richard, 2016, *Advocacy Practice for Social Justice, Third Edition*, Lyceum Books, Inc., Chicago, Illinois

**Other required readings are listed in this syllabus under Course Content.**

**Assigned readings are available on the Canvas course site** (by week under “Modules”) **or via a link to the Internet embedded in this syllabus.**

To help be informed and keep abreast of current policy issues, students are expected to **follow at least one major news source daily** such as *The Wisconsin State Journal, The Milwaukee Journal Sentinel, The Washington Post, The New York Times, the Wall Street Journal*, National Public Radio, etc., paying special attention to coverage of local, state and federal issues and programs that impact vulnerable populations.

## **VI. Evaluation: Assignments, Grading and Methods**

### **Grading Scale & Standards:**

Students' final grade will be based on the following:

<b>Points</b>	<b>Grade</b>	<b>What the point totals &amp; subsequent grade generally indicate</b>
94-100	A	Outstanding, surpasses expectations in all areas
88-93	AB	Surpasses expectations in many areas
82-87	B	Meets expectations in all areas
76-81	BC	Meets expectations in some areas; below in others
70-75	C	Below expectations in most areas, not acceptable graduate work
64-69	D	Below expectations in all areas
<64	F	Fails to meet minimal expectations in all areas, not acceptable work

### **Assignments:**

<b>Assignment</b>	<b>Points/Percentages</b>
Five “Blog” entries: due 9/27, 10/4, 10/18, 10/25, 11/8	15%

Class participation, ongoing, & five news postings: due 9/27, 10/4, 10/18, 10/25, 11/8	15%
Written policy advocacy reflection: due 10/11	10%
650 word research based op-ed piece: due 11/1	15%
Two-three page research based memo to candidate: due 11/15	15%
Three-four page advocacy plan: due 12/6	20%
Group policy advocacy role play: due on 11/29 or 12/6	10%

### **Assignment Instructions & Grading Rubrics:**

#### **“Blog” (15%):**

**Classes for five of our thirteen class weeks (Weeks 4, Week 5, Week 7, Week 8 and Week 10) have a “blog” question assigned to them.** For those classes, you are required to **post a 1-2 paragraph (not longer!) “blog” entry** responding to the question through our Canvas course site, in the relevant “Discussions” forum in the “Modules” section. The “blog” questions are also noted in this syllabus. **“Blog” entries may be informally written but must provide a thoughtful answer that makes reference to that week’s readings** and what you’ve seen through the media that you are following. **“Blog” entries are due by 7:00pm on the day before class.** You are expected to read each other’s “blog” entries before class.

#### **Class participation, including posting 5 news articles on class Facebook news page (15%):**

You are expected to have completed readings before class and to take an active part in class discussions and activities.

**For five of our thirteen class weeks (Week 4, Week 5, Week 7, Week 8 and Week 10) you are also expected to post one relevant news article that can complement our class discussion on our class Facebook news page by 7:00pm on the day before class.**

You are expected to read each other’s news postings before class. More information on accessing the class Facebook news page will be given in class.

#### **Written assignments (60%)**

**Written policy advocacy reflection (10%):** From what you are following in the readings and press, identify a current issue that has attracted advocacy attention and write a two page, single-spaced reflection, with examples, covering: a summary of the advocacy effort that has taken place; description of what appear to be the target/s of the advocacy effort; the apparent goals of the effort; the apparent strategies and tactics used; the apparent effectiveness of the advocacy effort; other strategies or tactics you might

suggest. This is due in class on 10/11.

**Advocacy tools project (50%):** You will each become an expert in one current public policy challenge and different strategies and vehicles for impacting it to advance social change. You must submit your chosen project topic and the position you will advocate in writing (no more than one to two paragraphs) in class on October 18 and this project will involve three written assignments:

**-a 650 word research based op-ed piece (15%)** about the topic you submitted on October 18. Have in mind the media outlet you would like to see this published in. Explain why you are writing about this now. Tell a story, know your audience, be persuasive and use data to support your position. This is due in class on 11/1.

**-a two to three page single spaced research based memo to a candidate for executive office (15%)** addressing the challenge you submitted on October 18 and that the winning candidate and their level of government will oversee. Address the strategies that are now in place; what other strategies you recommend that they advance and why; what resources and timeframe would be needed to implement your suggested strategies and why; and, how the success of your strategies could be measured and evaluated. This is due in class on November 15.

**-a three to four page single spaced advocacy plan (20%)** addressing the challenge you submitted on October 18, assuming you are responsible for planning and leading an advocacy effort to impact the challenge. Include an introduction and overview of the challenge and problem; what is/are your desired outcome/s; what short, medium and long-term action steps you are advocating including use of data, diverse strategic partners, media; who is/are your advocacy target(s); resources needed; how the plan should be monitored once the advocacy is over; and, how the advocacy effort should be evaluated. This is due in class on December 6.

**Group Policy Advocacy Role Play (10%):** Working in small groups in fifteen minute role plays and playing either citizen advocates or public official audience roles, and following outside of class group preparation, use data, advocacy and communication skills to address a public policy that impacts a vulnerable population. Due in class on either November 29 or December 6.

## **VII. Course Policies**

**Late work: Late “blog” entries will not be accepted.** I will not accept late written assignments if you have not notified me in advance. For each written assignment, I will deduct one letter grade for each day that the assignment may be late.

**Attendance:** We understand that you may have responsibilities outside of class that could cause

you to miss a class. Please email me ahead if you will miss class.

**Personal emergencies and religious observances:** You and your family are important to us. If you are experiencing a crisis, resources are available to help. University Health Services offers counseling on a 24/7 basis. If it is important to request class time off due to an emergency, please contact me as soon as possible. In order to respect and accommodate your religious observances, please inform me in advance so that we can plan accordingly.

**Academic integrity and ethical behavior:** You are expected to adhere to all aspects of the University of Wisconsin policy. The University and I take plagiarism and other forms of academic dishonesty very seriously.

Please note that the following applies to all Social Work students:

Code of Ethics, Student Rights and Responsibilities & Plagiarism

Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School's Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom and in the preparation of course assignments.

I strongly encourage you to contact me with any questions before turning in an assignment for which you have questions.

**Disability accommodations:** The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA) Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, will work with their Accommodation Specialist in the McBurney Center to generate a Faculty Notification Letter which will be sent to the instructor via email. For more information, please contact the McBurney Center at [mcburney@studentlife.wisc.edu](mailto:mcburney@studentlife.wisc.edu); phone at 608-263-2741; text at 608-225-7956; or FAX at 608-265-2998, 711 (via relay); or mail to 702 W. Johnson Street, #2104, Madison, Wisconsin 53706.

**Electronic devices:** You are expected to conduct yourself as a professional in this class. **Laptops will not be allowed in class (except to take notes, only) and all phones should be turned off before class.**

**Inclement weather:** If classes are cancelled due to inclement weather, you should check your email for instructions on how to engage in class material for that day. If classes are not cancelled, but you conclude that you cannot safely travel to class, you must email me regarding

your plan to not travel. This absence will be considered excused and make up work may be assigned.

**Appendix A**  
**Social Work Course Competencies, Dimensions and Behaviors**



<p>effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology &amp; ethically use this technology in social work practice.</p>		
<p>2.1.2 <b>Engage Diversity and Difference in Practice.</b> Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity &amp; difference characterize &amp; shape the human experience &amp; are critical to the formation of identity. They demonstrate comprehension that dimensions are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability &amp; ability, ethnicity, gender, gender identity &amp; expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, &amp; tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, &amp; alienation, as well as privilege, power, &amp; acclaim, &amp; apply this recognition in their practice. They also demonstrate in practice their understanding of the forms &amp; mechanisms of oppression &amp; discrimination, &amp; a recognition of the extent to which a culture's structures &amp; values, including social, economic, political, &amp; cultural exclusions, may oppress, marginalize, alienate, or create privilege &amp; power.</p>	<ul style="list-style-type: none"> <li>• Opportunity through lecture,, reading, discussion and <b>Blog</b> to demonstrate an understanding of how culture &amp; values affect diverse conceptualizations &amp; constructions of social problems &amp; solutions in policy practice. (K,V, S, C &amp; AP)</li> <li>• Opportunity through lecture, reading, discussion, <b>Blog</b> and <b>Advocacy Plan</b> to focus on how to actively engage diverse clients, groups, or organizations to promote solutions based on diverse conceptualizations of social problems in policy practice. (K, V, S, C &amp; AP)</li> </ul> <p>The dimensions involved include:</p> <ul style="list-style-type: none"> <li>-knowledge</li> <li>-values</li> <li>-skills</li> <li>-cognitive &amp; affective processes</li> </ul>	<p>Weeks 4, 5, 6, 7, 8, 9, 10, 11</p> <p>Weeks 4, 5, 6, 7, 8, 9, 10, 11, 13</p>
<p>2.1.3. <b>Advance Human Rights &amp; Social, Economic &amp; Environmental Justice</b> Advanced Generalist social workers demonstrate in a focus area an understanding that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate</p>	<ul style="list-style-type: none"> <li>• Opportunity through lecture, reading, discussion and <b>Blog</b> to appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to advocacy practice. (K, V, S, C &amp; AP)</li> </ul>	<p>Weeks 4, 5, 7, 8, 9, 10, 11</p>

<p>standard of living, health care, and education. Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression &amp; human rights violations, &amp; are knowledgeable about theories of human need &amp; social justice &amp; strategies to promote social &amp; economic justice &amp; human rights. Advanced generalist social workers employ strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, &amp; responsibilities are distributed equitably &amp; that civil, political, environmental, economic, social, &amp; cultural human rights are protected.</p>	<ul style="list-style-type: none"> <li>• Opportunity through lecture, reading, discussion, <b>Blog</b> and <b>Advocacy Plan</b> to apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes. (K, V, S, C &amp; AP)</li> </ul> <p>The dimensions involved include:</p> <ul style="list-style-type: none"> <li>-knowledge</li> <li>-values</li> <li>-skills</li> <li>-cognitive &amp; affective processes</li> </ul>	<p>Weeks 4, 5, 7, 8, 9, 10, 11, 13</p>
<p><b>2.1.4 Engage in Practice-Informed Research &amp; Research Informed Practice</b> Advanced Generalist social workers understand &amp; apply quantitative &amp; qualitative research methods to advance the science of social work &amp; principles of logic, scientific inquiry &amp; culturally informed &amp; ethical approaches to building knowledge in a focus area. Advanced Generalist social workers understand &amp; demonstrate that evidence informed practice derives from multi-disciplinary sources &amp; multiple ways of knowing, &amp; demonstrate the processes for translating research findings into a focus area of practice.</p>	<ul style="list-style-type: none"> <li>• Opportunity through lecture, reading, discussion, <b>Blog</b>, <b>Written Policy Advocacy Reflection, Research Based Op-Ed Piece</b> and <b>Research Based Memo to Candidate</b> to demonstrate ability to evaluate advocacy practice. (K, V, S, C &amp; AP)</li> </ul> <p>The dimensions involved include:</p> <ul style="list-style-type: none"> <li>-knowledge</li> <li>-values</li> <li>-skills</li> <li>-cognitive &amp; affective processes</li> </ul>	<p>Weeks 2, 4, 5, 6, 7, 8, 9, 10 and 11</p>
<p><b>2.1.5 Engage in Policy Practice</b> Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare &amp; services in a focus area are mediated by policy &amp; its implementation at the federal, state &amp; local levels. They</p>	<ul style="list-style-type: none"> <li>• Opportunity through lecture, reading, discussion, <b>Blog</b>, written <b>Policy Advocacy Reflection, Research Based Op-Ed Piece</b> and <b>Research Based Memo to Candidate</b> to evaluate, formulate, and advocate for policies that</li> </ul>	<p>Weeks 4, 5, 6, 7, 8, 9, 10 and 11</p>

<p>understand the history &amp; current structures of social policies &amp; services in a focus area, the role of policy in service delivery, &amp; the role of practice in policy development in a focus area. Advanced Generalist social workers understand, demonstrate, &amp; engage policy development &amp; implementation within a focus area practice setting at the micro, mezzo, &amp; macro levels to affect change within those settings. They recognize &amp; understand the historical, social, cultural, economic, organizational, environmental, &amp; global influences that affect social policy in a focus area. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, &amp; evaluation in a focus area.</p>	<p>advance outcomes relevant to advocacy practice. (K, V, S, C &amp; AP)</p> <ul style="list-style-type: none"> <li>• Opportunity through lecture, reading, discussion, <b>Group Policy Role Plan and Advocacy Plan</b> to demonstrate collaboration with clients, colleagues, &amp; other constituencies for advocacy action. (K, V, S, C &amp; AP)</li> </ul> <p>The dimensions involved include:</p> <ul style="list-style-type: none"> <li>-knowledge</li> <li>-values</li> <li>-skills</li> <li>-cognitive &amp; affective processes</li> </ul>	<p>Weeks 12, 13</p>
<p><b>2.1.6 Engage with Individuals, Families, Groups, Organizations &amp; Communities</b> Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic &amp; interactive process of social work practice in a focus area with, &amp; on behalf of, diverse individuals, families, groups, organizations &amp; communities. They value the importance of human relationships. Advanced Generalist social workers understand &amp; apply theories of human behavior &amp; the social environment, &amp; critically evaluate &amp; apply this knowledge in a focus area to facilitate engagement with clients &amp; constituencies, including individuals, families, groups, organizations, &amp; communities. They understand &amp; demonstrate an array of strategies to engage diverse clients &amp; constituencies to advance practice effectiveness in a focus area. Advanced Generalist social workers</p>	<ul style="list-style-type: none"> <li>• Opportunity through lecture, reading, discussion, <b>Group Policy Advocacy Role Play and Advocacy Plan</b> to employ diverse strategies to engage with individuals, families, groups, organizations, and communities related to advocacy practice. (K, V, S, C &amp; AP)</li> </ul> <p>The dimensions involved include:</p> <ul style="list-style-type: none"> <li>-knowledge</li> <li>-values</li> <li>-skills</li> <li>-cognitive &amp; affective processes</li> </ul>	<p>Weeks 12, 13</p>

<p>demonstrate advanced understanding of how their personal experiences &amp; affective reactions may impact their ability to effectively engage with diverse clients &amp; constituencies in a focus area. They value &amp; employ principles of relationship-building &amp; inter-professional collaboration to facilitate engagement with clients, constituencies, &amp; other professionals in a focus area.</p>		
<p>2.1.7  <b>Assess Individuals, Families, Groups, Organizations, &amp; Communities</b>  Advanced Generalist social workers independently engage &amp; apply their understanding of theories of human behavior &amp; the social environment in the ongoing assessment of diverse individuals, families, groups, organizations &amp; communities in a focus area. They engage in inter-professional collaboration &amp; utilize methods of assessment appropriate to a focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences &amp; affective reactions may affect their assessment &amp; decision-making.</p>	<ul style="list-style-type: none"> <li>• Opportunity through lecture, reading, discussion, <b>Group Policy Advocacy Role Play</b> and <b>Advocacy Plan</b> to employ diverse strategies to assess individuals, families, groups, organizations and communities to determine a range of potentially effective and appropriate interventions to improve advocacy practice outcomes.  (K, V, S, C &amp; AP)</li> </ul> <p>The dimensions involved include:</p> <ul style="list-style-type: none"> <li>-knowledge</li> <li>-values</li> <li>-skills</li> <li>-cognitive &amp; affective processes</li> </ul>	<p>Weeks 12, 13</p>
<p>2.1.8  <b>Intervene with Individuals, Families, Groups, Organizations, &amp; Communities</b>  Advanced Generalist social workers recognize &amp; understand intervention is an ongoing component of the dynamic &amp; interactive process of social work practice, with, &amp; on behalf of, diverse individuals, families, groups, organizations, &amp; communities. They independently identify, analyze &amp; implement evidence-informed interventions to</p>	<ul style="list-style-type: none"> <li>• Opportunity through lecture, reading, discussion and <b>Group Policy Advocacy Role Play</b> and <b>Advocacy Plan</b> to demonstrate ability to intervene at different levels (with and/or on behalf of individuals, families, groups, organizations, and communities) to achieve the desired advocacy practice outcomes.  (K, V, S, C &amp; AP)</li> </ul> <p>The dimensions involved</p>	<p>Weeks 12, 13</p>

<p>achieve the goals of clients &amp; constituencies in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior &amp; the social environment when selecting &amp; implementing interventions in a focus area. They also engage in interdisciplinary, inter-professional, &amp; inter-organizational collaboration as appropriate, in evaluating &amp; implementing interventions.</p>	<p>include:</p> <ul style="list-style-type: none"> <li>-knowledge</li> <li>-values</li> <li>-skills</li> <li>-cognitive &amp; affective processes</li> </ul>	
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**8/28/18**