Walla Walla University
SEVENTH-DAY ADVENTIST HIGHER EDUCATION

SOWK 375

Policy and Advocacy Practice for Social Justice

Wilma Hepker School of Social Work and Sociology — Winter 2025 — Course Syllabus
Schedule: *M/W/R 11:00 a.m.–11:50 a.m.* ***Classroom:*** *WEC226*
Final Exam: *March 19, 12:00 p.m.–1:50 p.m.*
Exam Format: *in-class*

Instructor Information

Instructor: Emily Tillotson, DSW, LICSW
Email: Emily.Tillotson@wallawalla.edu
Office: (509) 527-2705
Office Hours: Available on request

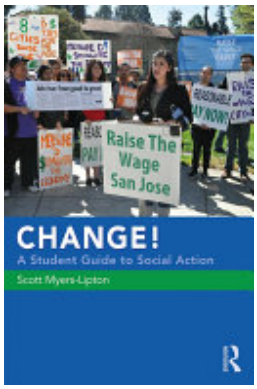
Course Overview

Bulletin Description: Study of social welfare policy and its impact upon clients, social workers, and social services. Introduces students to the process of policy formulation and acquaints them with different frameworks for policy analysis. Includes a study of legislative advocacy, lobbying, and empowerment of clients through social and political action. Encourages student participation in local and national advocacy organizations that seek to further social justice. Prerequisite: SOWK 266 or permission of instructor.

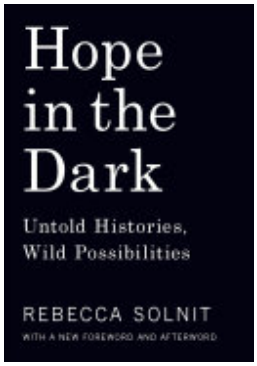
> "Never **underestimate** the power of a **small group** of committed citizens to change the world. Indeed, it has never been done otherwise."—Margaret Mead

Expect to invest approximately 30 hours per term per credit for all course-related activities. This course is 3 credits.

Required Materials



CHANGE! A Student Guide to Social Action
ISBN: 9781351582933
Authors: Scott Myers-Lipton
Publisher: Routledge
Publication Date: 2017-12-06



Hope in the Dark: Untold Histories, Wild Possibilities
ISBN: 9781608465798
Authors: Rebecca Solnit
Publisher: Haymarket Books
Publication Date: 2016-05-14

Core Themes

> **Walla Walla University is a community of faith and discovery committed to: Excellence in Thought, Generosity in Service, Beauty in Expression, Faith in God.**

Excellence in Thought: Students acquire a foundational understanding of the concepts, facts, terminology, and history of social work policy and advocacy as demonstrated through assessment tools such as: quizzes, exams, and written work. Specific professional social work examples of the application of concepts are presented in lectures and assignments. The course syllabus can be consulted for more details.

Generosity in Service: This course has a significant social justice and service element including a policy conference.

Beauty in Expression: Students are encouraged to assist other students and to study together on a periodic basis. Student interaction and discussion is promoted. Students are required to produce regular assignments and are encouraged to be creative.

Faith in God: This course covers the history of faith groups within the US in advocacy and social justice. These topics are discussed along with how they interface with a faith in God and a SDA perspective.

Competencies

The following competencies and behaviors represent the learning outcomes for this course:

- 1c. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication. Demonstration: Weekly Assignments. Dimensions: K,S
- 5a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. Demonstration: Weekly Assignments. Dimensions: K,V,S,CP/AP
- 5b. Assess how social welfare and economic policies impact the delivery of and access to social services. Demonstration: Weekly Assignments, Policy Document. Dimensions: K,V,S,CP/AP
- 5c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice. Demonstration: Weekly Assignments, Policy Document. Dimensions: K,V,S,CP/AP

Course Requirements, Weighting, and Grading

Components of the course grade

Requirement	Percentage
Quizzes: Unannounced quizzes will be given throughout the quarter. To encourage reading short answer quizzes will be given throughout the quarter. Expect at least one quiz per week.	**20%**

Requirement	Percentage
Portfolio and Log: The portfolio and log will take the place of traditional exams in this course. The portfolio is where you will demonstrate your knowledge and learning. Your community work should be integrated into your portfolio to show your organizing skills and development. Portfolios that do not integrate community skills and learning into the text of the documents cannot earn above a C. You must complete 25 hours of of social action work, 1.5-2 hours per week. Meetings may not count for more then 50% of the required 25 hours of logged work. This work will be collected in your log. Your log and portfolio will be reviewed every 2-3 weeks.	**40%**
Campaign Presentation and Binder: In place of the final exam, students will give a group presentation on your social action campaign. In additional your group will turn in a campaign binder, which will be evaluated. The binder will be used by future students when they choose their campaigns.	**20%**
Attendance/Participation: Attendance is required. Students are responsible for meeting **all** class appointments. Unexcused absences will lead to a significant reduction in your grade. Assigned readings and D2L content should be thoroughly read before class discussion.	**20%**

No work will be accepted once the course has ended unless the instructor has recorded a grade of "I—Incomplete."

Grading Scale

Grade percentages and corresponding letter grades

Letter Grade	Percentage
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Walla Walla University Attendance Policy

Course attendance is an integral part of a successful WWU education. **Students may receive a failing grade for missing 25% or more of total class periods for late registration or any other reason.** Departments or instructors may adopt and post more stringent attendance policies on their syllabi.

Viewing your Scores

Scores for each class requirement can be accessed at any time in the Brightspace gradebook. Students are responsible for checking their scores on a regular basis and notifying instructors of any discrepancies within two weeks of the return of all course work.

Instructor Responsibility

Evaluation: timeline and coursework

All materials will be evaluated in a timely manner—typically 2 weeks. Exams will be scored and accessible for viewing before the next exam. All evaluated coursework can be reviewed on Brightspace or will be returned to the student.

Progress Reports

Although you are able to determine your tentative course grade at any time, Walla Walla University has a twice-per-quarter alert process to notify students of low academic performance. If you fall into this category you may receive an email offering comments from your instructor on your performance and suggestions for improvement. All students are encouraged to contact the instructor at any time to discuss your performance in the course.

Expectations for Writing Standards

All written assignments must follow the assignment instructions and follow the most recent edition of American Psychological Association (APA) Publication Manual. Assignments should have a cover page, no running head, double-spaced, typed with an 11 or 12-point font, and formatted with one-inch margins and page numbers. Assignments should include the student's full name and date. Appropriate staples and fasteners should be attached. In-text citations and reference lists must be in the most recent edition of American Psychological Association (APA) Publication Manual format. Assignments should be carefully edited for spelling, grammar, and clarity of meaning. Using a writing digital assistant like *Grammarly* is recommended. It is strongly recommended that students refrain from submitting unedited drafts to their instructors.

All good papers have an introduction, a middle section or body of supporting paragraphs, and a concluding summary. Be sure to include an introductory paragraph introducing the assignment and explaining what will follow in the rest of the paper. Each paragraph should start with a topic sentence—a general statement supported by information in the following sentences. Typically, there should be a *minimum* of two sentences for a paragraph. Transitions are needed between paragraphs and between sentences so that they flow logically. Support your assertions with evidence from the literature. The summary section of the paper

should touch on the main points and conclusions you want the reader to understand. It is not a good idea to introduce new information in the summary.

Instructors are using originality screeners. All sentences must be written in the student's own words. Please review your originality report to ensure that all your writing is your own before papers are due. Ideas, information, and concepts that originated with any other source must always be noted as such including if AI was used. Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline.

Assignments that do not follow these guidelines may be referred back to the student for a rewrite or may be accepted and subject to points being deducted, or not accepted by the instructor for credit.

Classroom Policies and Procedures

Late Policy

Late assignments may be accepted at the instructor's discretion. There will be 5% penalty each day an assignment is late.

Attendance Policy

Regular class attendance and participation are expected in order to enhance knowledge and skills, and to examine personal/professional values presented and discussed in class. You are responsible for material missed during absences. Tests and assignments missed due to absences such as approved field trips or sports trips must be arranged prior to the absence.

Points will be given for participation and attendance in each class session. If you do not attend class you will receive a score of zero. One attendance grade representing the lowest score will be dropped from the final grade. It is at the discretion of the instructor to include tardiness into the calculation of missed class time. Please discuss concerns about this with the instructor.

Technology Use in the Classroom

You may use technology within the classroom for the purpose of taking notes but it should not be used for non-class related activities. Capturing or recording course information or materials without the instructor's permission is prohibited.

Civility and Professional Conduct

Civility is the art of treating others—and ourselves—with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person's self-worth and unique contributions to the community as a whole. Interactions in and outside of class are expected to be professional and respectful. Interacting with other members of the university community offers each of us opportunities for personal reflection and self-

correction to assure ongoing professional growth. This is true both in the online environment and in face-to-face settings.

The classroom is a training ground for the professional world and class conduct should be consistent with a positive professional environment. Interactions in and outside of class are expected to be professional and respectful. Respect for those around you includes restraint from distracting activities and the use of electronic devices during class. Failure to comply may result in a personal consultation with the instructor or being asked to leave the class which will impact your attendance grade. Interacting with other members of the university community offers each of us opportunities for personal reflection and self-correction to assure ongoing professional growth.

Support Services

Student Development Center—Free Peer Tutoring

Free peer tutoring is available to you in many subject areas. Tutoring is provided through the Student Development Center and can be found on the ground level of Village Hall. Stop by in person or visit wallawalla.edu/peer-tutoring to access the tutoring schedule. Call the Peer Tutoring Coordinator at (509) 527-2313 with any questions.

Disability Support Services

If you think you may have a physical or learning disability adversely affecting your academic performance, first, submit an Initial Accommodation Request Form, then, email DSS@wallawalla.edu to make an appointment to discuss your request with Disability Support Services. They will work with you to provide appropriate accommodations.

Once you have gone through the initial accommodation request and approval process, you are responsible for logging in to Accommodate and submitting a new request during the first two weeks of every quarter. You are also encouraged to discuss your accommodations privately with your professors so they can support your success.

Please note that accommodations are not retroactive. If you do not declare the disability to the DSS office or submit a quarterly request, you may not receive appropriate accommodations. For more information on resources available from Disability Support Services, please visit wallawalla.edu/DSS, call (509) 527-2366, or email DSS@wallawalla.edu.

Student Health and Wellness

Walla Walla University's Health & Wellness Center is committed to your mental health and wellness. Schedule a free counseling appointment and find information about the resources available to support whole-student wellness at wallawalla.edu/wellness or (509) 527-2147. Additional resources for your health and safety include:

Websites and phone numbers for Health and Wellness resources

Resource	Phone Number
WWU Campus Security *(Available 24/7)*	(509) 527-2222

Resource	Phone Number
WWU On-Call Chaplain *(Available 24/7)*	(509) 527-2010 (ext.1)
WWU Counseling Center	(509) 527-2147
Walla Walla Mental Health Crisis Line *(Available 24/7)*	(509) 524-2999
National Crisis Text Line *(Available 24/7)*	Text "HOME" to 741741
Suicide and Crisis Lifeline (Available 24/7)	Text or call 988

If you or someone you know is in immediate danger, call 911.

Library Resources

Library resources and services are available at wallawalla.edu/library. You can reach a faculty librarian for research assistance by email at reference@wallawalla.edu or by calling the Library Information Desk at (509) 527-2134.

Information Technology Services – Computer Support Help Desk

For help with accessing Brightspace, your student account, email, or other technical support, contact the Information Technology help desk by calling (509) 527-2317 or emailing helpdesk@wallawalla.edu.

Technical Requirements

D2L Brightspace

The Desire2Learn (D2L) Brightspace course management system provides course information and can be accessed at class.wallawalla.edu with your WWU username and password. The general hardware specifications necessary for an optimal experience using Brightspace can be found on the WWU distance education website at wallawalla.edu/online.

Supplemental Software

As a WWU student, you have access to download Microsoft 365 products for free with your WWU username and password. This includes Microsoft Teams, Word, PowerPoint, and Excel. You can also download Adobe Acrobat Reader for free.

University Policies

Academic Integrity

The WWU Academic Integrity Policy states that “an integral part of the mission of Walla Walla University is to prepare its students to be responsible individuals with Christian values.” We assume that any work you submit in a class is your own work. This principle of academic honesty is important in any scholarly work. Using another person’s material without proper acknowledgment is a violation of academic integrity and cannot be tolerated in an academic institution. Tools such as generative AI or problem-solving software should only be used if explicitly permitted for a particular assignment or class and must always be properly

acknowledged. Students should consult the course syllabus for guidelines on the use of these tools and check with the course instructor for additional clarity if needed.

Violations of the academic integrity policy may result in a failing grade for the assignment or for the course. Academic dishonesty offenses are reported to the department or school and to the associate vice president for academic administration.

Religious Accommodations

It is Walla Walla University policy to reasonably accommodate student absences for reasons of faith or conscience, observance of religious holidays, or participation in an organized activity conducted by a religious denomination, church, or organization. The full religious accommodation policy and request form can be found on the WWU website.

Title IX: Sex Discrimination and Sexual Misconduct Policy

WWU prohibits all forms of sex discrimination and sexual misconduct including, but not limited to, sex-based intimidation and harassment, sexual harassment, domestic violence, dating violence, stalking, and sexual violence. If you have been subjected to, or are aware of, an instance of sex discrimination or sexual misconduct, you are highly encouraged to report it to the Title IX coordinator via email at titleix@wallawalla.edu, through the Title IX website at wallawalla.edu/title-ix, or by calling (509) 527-2259. The university has resources to help.

Emergency Procedures

WWU is dedicated to providing a safe campus environment. Emergency preparedness resources are available online to help you prepare to respond to an event of dangerous weather, fire, active shooters, injuries, etc. You will also find a link to subscribe to or update your contact information in our emergency campus notification system.

Course Schedule

The schedule is subject to change at the professional judgment of the instructor.

Week of Worship: Note that during the second week of the quarter, our class meeting time may be adjusted to accommodate the Week of Worship schedule.

Week One: January 6-10

Class Topics: Policy and Advocacy, and Social Action

Monday

- Icebreaker
- Course introduction and overview

- Review of the texts and syllabus
- Reading: Myers-Lipton, Student Victories (XI-XII), Preface (XIII-XVII), Chapter 1, (1-6)

Wednesday/Thursday Class

- Reading: NASW Code of Ethics (D2L)
- Reading: Solnit, 1: Looking into Darkness
- Reading: *Leaving the Savior Mentality Behind* (D2L)
- Review NASW Legislative Agenda
- Podcast: Money for Nothing and Your Cows for Free (D2L)

Week Two: January 13-17

Class Topics: Issue Development and Setting the Tone

Monday

- Reading: Hoefer, Chapter 1 (D2L)
- Reading: Myers-Lipton, (p. 7-19)
- Weekly Assignment, Document with a list of your state and federal representatives (three minimum) and short summaries about them—25 words max for each.
- Portfolio 1 Assigned

Wednesday/Thursday Class

- Podcast: School for Democracy (D2L)
- Discussion: Media, Publications, Letters to the Editor
- Reading: Solnit, 5: A History of Shadows
- Reading: The Everyday Sexism of Women…. (D2L)
- Reading: Myers-Lipton, (p. 21-28)
- Portfolio 2 Assigned

Week Three: January 20-24

Class Topics: Change Theory

Tuesday, January 21

- Reading: Lipton-Myers, (p. 31-38)

Wednesday/Thursday Class

- Reading: Solnit, 6: The Millennium Arrives
- Reading: Lipton-Myers, (p. 38-48)
- In-Class Video: Homelessness in Washington State
- Readings: Alinsky: *What is a Radical? (D2L)*
- Portfolio 3 Assigned

Week Four: January 27-31

Class Topics: Building Power

Monday

- Reading: Lipton-Myers, (p. 51-59)
- Listen: Marketplace clip on UBI (D2L)

Wednesday/Thursday Class

- Reading: Solnit, 11: Changing the Imagination of Change
- Readings: Small Change: *Why the Revolution will not be tweeted* (D2L)
- Readings: Lipton-Myers, (p. 60-68)
- Portfolio 4 Assigned

Week Five: February 3-7

Class Topics: Research

Monday

- **DUE: Portfolio 1-3 and Social Action Log**
- Reading: Myers-Lipton, (p. 71-82)

Wednesday/Thursday Class

- Reading: Solnit, 11: Changing the Imagination of Change
- Readings: *Even critics of the safety net increasingly depend on it (D2L)*
- Reading: Parking Policy (D2L)
- Reading: $2 A Day Poverty in America
- Portfolio 5 Assigned

Week Six: February 10-14

Class Topics: GROUP Dynamics

Monday

- Reading:Myers-Lipton, (p. 129-141)

Wednesday/Thursday Class

- Reading: Solnit, 12: On the Indirectness of Direct Action
- In-Class Video: Poverty Isn't a Lack of Character (D2L)
- Reading: Neoliberalism Guardian Article (D2L)
- Portfolio 6 Assigned

Week 7: February 17-21

Class Topics: Strategy and Tactics

Monday No Class

Wednesday/Thursday Class

- Reading: Myers-Lipton (p. 87-108)
- Reading: Solnit, 15: Getting the Hell out of Paradise
- Podcast: Privacy Rights (D2L)
- Reading: Edin and University of Chicago Poverty Debate (D2L)
- In Class Video: The Science of Persuasion (D2L)
- Listen: Rethinking Black Wealth (D2L)
- Reading: Meyer Poverty Article (D2L)
- Portfolio 7 Assigned

Week Eight: February 24–28

Class Topics: Campaign Kickoff

Monday

- Reading: Myers-Lipton, (p. 111-120)

Wednesday/Thursday Class

- Reading: Myers-Lipton, (p. 120-126)
- Reading: Solnit, 16 Across the Great Divide
- Listen: Rebecca Solnit Interview (D2L)
- Portfolio 8-10 Assigned

Week Nine: March 4–8

Class Topics: Campaign Plan and Frame and Group Work

Monday

- Reading: Myers-Lipton, (p. 143-150)
- Portfolio 9 Assigned

Wednesday/Thursday Class

- Reading: Solnit, 18: The Global Local, or Alterations in Place
- Readings: *Which states give and which states take? (D2L)*
- *In-Class Video: Income Inequality*
- ***Due: Portfolio 4-7 and Social Action Log***

Week Ten: March 11–15

Class Topics: C

Monday

- Reading: Myers-Lipton, (p. 157-163)
- Weekly Assignment: Choose and complete one final action with talking points and submit copy with one-page report on the action.

Wednesday/Thursday Class

- Reading: Solnit, 19: A dream three times the size of Texas
- Readings: Non-Violent Protests *(D2L)*
- *Video: Non-Violent Resistance Ted Talk*
- **Due: Portfolio 8-10 and Social Action Log**
- **Final Prep: Campaign Presentation & Binder Due March 19 12-1:50 p.m.**

Final Exam: *March 19, 12:00 p.m.–1:50 p.m.*

References

Axinn, J., & Levin, H. (2001). *Social Welfare: A history of the American Response to Need.* New York,NY: Dodd, Mead & Company, 5th Ed.

Anderson, L., Sundet, P., Harrington, I., (2000). *The Social Welfare System in the United States.* Boston, MA: Allyn and Bacon.

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Dolgoff, R., Feldstein, D., Skolnik, L. (2003). *Understanding Social Welfare.* New York, NY: Longman, 6th Ed.

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Weil, Alan & Finegold, Kenneth., (2002*) Welfare Reform-The Next Act.* Washington D.C.: The Urban Institute Press.

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