School of Social Work
College of Social Science
MICHIGAN STATE UNIVERSITY

SW 891-731 Advanced Advocacy Skills for Changing Systems & Promoting Social Justice

MSW Program Spring 2025

Instructor:	Dr. Sacha Klein [pronouns: she/her/hers]
Email:	kleinsa@msu.edu
Class Days/ Time:	Thursdays 6:00pm – 8:50pm
Course Modality & Location:	Online Synchronous Zoom Link: https://msu.zoom.us/j/98358911782 Zoom Passcode: SMK
Office Hours:	Tuesdays 1:00pm – 2:00pm and by appointment via Zoom Zoom Link: https://msu.zoom.us/j/94428094265 Zoom Passcode: SMK

Power concedes nothing without a demand. It never did and it never will.
Frederick Douglass

Tell me and I forget. Show me and I remember. Involve me and I understand.
Xun Kuang, 312-230 BCE Confucian philosopher, revised version

Course Description

Advanced skills in how to influence social policies and change social systems to better reflect social work values.

In this course you will learn about how to engage in social action to change organizational or government policies and will acquire several advanced advocacy skills that will help you become an effective advocate for social justice. Social action occurs

when everyday people band together to develop their power in order to change policy, and it has been a part of the American experiment in democracy throughout our history.

What is unique about this course is that students do social action rather than just learn about it. In a traditional course on social action, students read about theories of social change, analyze social problems, read about campaigns, develop an abstract understand of concepts, all with the professor being the “sage on the stage”. In the experiential social action model, students read about theories of social change and apply it to real world campaigns, as well as define a social problem and develop concrete, quantifiable solutions (i.e., demands). In this experiential social action model, students choose and lead campaigns and are transformed through a direct experience of democracy, all with the professor being a “guide on the side” where they are de-centered and co-creators of knowledge.

A key part of the social action model is that students have the opportunity to enact a policy (i.e., a rule, regulation, norm, or practice of an institution) on campus or in the community, with the students choosing and developing the campaigns on their own rather than assigned by the instructor. Another exciting part of this course is that you will learn about previous student-led social action campaigns.

An additional key feature of the social action model is the topic and flow of the course. The motto of this model is “On Your Mark, Go, Get Set.” In order to launch the campaigns by mid-semester, students go through the issue development process (identifying demands and targets) during the opening days of the class. By choosing the campaigns by the second (at latest third) week of class, students have enough time to learn about all of the necessary aspects of social change, and then to launch a campaign by the ninth week, and still have almost half a semester to do several actions.

Experiential Social Action Course Model



With this model, a typical class includes the following: (a) a student doing a 1-2 minute organizational rap (i.e., who, what, why, where, and when of a campaign), (b) a class discussion of the assigned reading and videos, (and c) group work on their campaigns. These activities are designed to de-center the instructor, empower students to believe

that social action is possible, and to give students the opportunity to be active participants in their education.

All students will be involved in social action. **This will require a minimum of 1½ to 2 hours per week of campaign work (25 hours minimum over 15 weeks, with about one-half of the time DOING something, that is, doing campaign activities (**e.g., tabling, flyering, giving organization raps) or campaign actions (marches, rallies, street theater, etc.). **If you do not do more than 25 hours a semester, you will most likely not receive a grade higher than a 2.0 on your overall portfolio grade, since it is difficult to do reflection if you are not doing campaign activities and actions.** Of course, if you want to do more campaign work, that is great. FYI: The course reading has been reduced to offset the 25 hours of campaign work.

It will be possible to do your social action on campus, so all students should be able to work it into your schedule. In addition, class time will be dedicated to your social action campaign, so you will be able to do some of your organizing in class. During the first and second classes, you will brainstorm various ideas for a social action campaign, and then you will choose one to work on. The requirements for the campaign are: (i) that you have a minimum of 3 students on your team, (ii) you have passion for the issue, and (iii) your campaign tries to change some type of policy. The campaign you choose to work on may come from a liberal, conservative, social democrat, or libertarian perspective… or it may have no ideology. Whatever campaign you choose to do, I will teach you about democracy, power, and how to bring about change.

Importantly, there is no political indoctrination, as students develop and choose what campaigns to work on, and students can change campaigns at any point in the semester. Furthermore, my role is to offer guidance about strategy and tactics, and to help students consider the variety of options available, with the students deciding on how to best move forward.

This course is based on a model developed the by Dr. Scott Myers-Lipton and the Institute for Teaching Social Action (ITSA), which has trained faculty across the nation to teach college students how to do social action. Courses taught by ITSA-trained faculty **have fundamentally changed campuses and communities**. Over the past fifteen years, Social Action students have won more than 15 campaigns, leading successful efforts to: (1) raise the minimum wage in San José, California from $8 to $10 and then to $15, (2) develop a 12-emergency bed program and a centralized location to provide emergency housing and food to college students, (3) modernize the city's business tax, and (4) make a university a sweatshop-free campus, and (5) get a county to clear and expunge 13,000 cannabis convictions. Perhaps even more importantly, the students participating in social action have had their lives transformed as a result of a direct

experience with democracy, with social action alumni taking on leadership positions in government and the non-profit sector, as well as obtaining community organizing jobs locally and pursuing advanced degrees. You will learn more about some of several of these campaigns as part of this class and can find additional examples at: https://teachingsocialaction.org/campaigns.

Competencies

Through this course, students will learn how to design and implement a social action campaign by doing it.

After successfully completing this course, students will be competent in the following social action skills:

- Conducting issue development,
- Building power,
- Conducting issue research (historical analysis, power map, and target analysis),
- Enacting various social action strategies and tactics,
- Working with news media,
- Implementing a social action campaign, and
- Conducting a campaign evaluation.

Additionally, students will:

- Understand the professional roles that social workers hold in political settings, including elected officials, paid staff for elected politicians, political appointees, lobbyists, advocates and also paid and unpaid volunteers in local, state and national campaigns;
- Begin to understand the inner workings of the electoral system, including key concepts like gerrymandering, the electoral college and primaries/caucuses, as well as different types of electoral systems and policies that promote/inhibit voter participation;
- Develop advanced practice skills for speaking up and speaking out on behalf of marginalized people, as well as equipping marginalized people to advocate for themselves on policy issues;
- Understand how to influence social policy at both the legislative and executive levels; and
- Understand the state and federal budget making process and how to impact funding priorities.

Pre-requisite: SW 820 or approval of school

Co-requisite: None

Credits: 3

Restrictions: Open to MSW students in the School of Social Work. BASW students in the School of Social Work and students in other MSU departments may also enroll with written permission of the instructor.

Required Texts and Course Materials

- Lane, S.R., & Pritzker, S. (2018). *Political social work: Using power to create social change*. New York: Springer.

  This textbook is available from the publisher or from Amazon at the following prices;
  - Paperback [new] ~$55.77
  - e-Textbook [buy] ~$53.93
  - e-Textbook [rent] ~$26.11

- Meyers-Lipton, S. (2023). *CHANGE! A student guide to social action* (2nd ed.). New York: Routledge.

  This textbook is available from the publisher or from Amazon at the following prices;
  - Paperback [new] ~$32.23
  - Kindle [buy] ~$30.62
  - Kindle [rent] ~$25.30

- Electronic course pack (articles and other required reading material will be posted on Desire to Learn [D2L] course website)
  - Free

Technological Requirements

- Internet connection (high speed DSL, LAN, or cable connection desirable)
- Access to Desire2Learn (D2L) and Zoom
- A “smart device” (i.e. a web-enabled phone, ipad, or laptop) with a webcam

Grading Scale:

Points	Percentage	**Grade**
93.50 points to 100.0 points	94% - 100%	**4.0**

Points	Percentage	**Grade**
86.50 points to 93.49 points	87% - 93%	**3.5**
79.50 points to 86.49 points	80% - 86%	**3.0**
71.50 points to 79.49 points	72% - 79%	**2.5**
64.50 points to 71.49 points	65% - 71%	**2.0**
57.50 points to 64.49 points	58% - 64%	**1.5**
50.50 points to 57.49 points	51% - 57%	**1.0**
0 points to 50.49 points	0% - 50%	**0.0**

Assignments and Basis for Grading:

Due Date	**Assignment**	**Percentage Points**
Throughout	Portfolio and Log	40
Throughout	Class Attendance & Participation	20
Throughout (Week 11)	Advocacy Skills Assignments	20
Week 13/ Finals Week	Campaign Presentation & Binder	20
	TOTAL	**100**

Portfolio and Log (40% of total grade)

At the university, you generally demonstrate that you understand the ideas from the course in an exam or via academic papers. This class is different. In this class, portfolios take the place of exams. Importantly, the portfolio is where you demonstrate your knowledge of the text in light of your social action experiences. Therefore, **you must integrate the text with your community work throughout each portfolio**. With no integration of text, you cannot receive above a 2.0 on your portfolio. You can talk to your teammates but all of the portfolios will be your own work.

In addition, you will most likely not receive higher than a 2.0 on your overall portfolio grade if you do not **complete at least 25 hours of social action work (1.5 to 2 hours a week**). Please use the log at this website (www.bonner.org/socialaction-docs) to keep track of your community work. Your portfolio will be collected every week and your log will be collected every three to four weeks.

Class Attendance & Participation (20% of final course grade)

The purpose of evaluating your participation is to encourage and reward students who prepare for, and engage in, the habits of the mind. Thus, you will be evaluated on the extent and quality of your participation in the class based on your attendance, the instructor's subjective assessment. Additionally, at the end of the course, you will be asked to evaluate your level of participation, as well as your teammates. This evaluation will be taken seriously when participation grades are determined.

Students are expected to:

- attend EVERY class session,
- have completed ALL the assigned reading and watch ALL assigned videos ahead of time,
- come to class with opinions, ideas, and questions about the reading and videos, and
- ACTIVELY participate in the class discussion (i.e., each student will be expected to ask insightful questions and make insightful observations multiple times during each class that demonstrate that they have completed the assigned reading and thought about it).

With respect to **attendance**, each student may miss one class during the semester without it negatively impacting their grade. You do not need to provide a reason for this absence. However, each additional absence, no matter what the reason[1], will result in losing 2 points from your Class Attendance & Participation grade.

Your class participation grade will be based on the following criteria:

Excellence (19-20 points) requires that you play a leadership role in the large class discussion and your team, apply the text, discuss points articulately and respond intelligently to other's views; ask insightful questions, and take responsibility for the direction of the class discussion and your team.

Above average (17-18 points) requires that you participate regularly in the large class discussion and your team, demonstrate good knowledge of the text, discuss points articulately and respond intelligently to other's views; ask insightful questions, but you

[1] The only exceptions to this policy are an absence for religious observance, grief/loss, or medically documented illness.

do not take a strong leadership role in the overall class discussion and the direction of your team.

Average (15-16 points) requires that you follow the discussion in the large class and your team, make occasional comments, have a basic knowledge of the text, and sometimes ask questions in the large group and team.

Below average (13-14 points) requires that you occupy a seat and occasionally show signs of life.

Failure (<13 points) requires that you occupy a seat but show no signs of life or that you don't even occupy a seat (i.e. you have multiple unexcused absences).

Advocacy Skills Assignments (20% of course grade)

Most weeks students will be assigned homework to reinforce and apply the practical advocacy skills they are learning. These assignments provide students an opportunity to practice/apply a new policy practice skill that they are learning such as…

- How to **track bills and regulations**
- Creating an **infographic** to educate people about social issues and/or garner support for a particular policy solution
- Writing a **policy brief** to educate people about social issues and/or garner support for a particular policy solution
- Conducting a **power analysis** or **force field diagram** to inform campaign strategy
- Writing an **op ed** or **letter to the editor** regarding a policy issue
- Drafting **testimony** for a public / legislative hearing on a social issue or public policy

There are 8 advocacy skills assignments. Students are only required to complete 7 of them, each of which is worth 2 points and **will be graded pass/fail**. Students will then select two of their graded advocacy skills assignments to revise/improve according to the instructor's feedback. These can be submitted at any time throughout the semester up through Week 11. The two revised assignments will be graded based on the quality and thoroughness with which the student implements the instructor's suggestions for improvement. The revised assignments are worth up to 3 points each.

Campaign Presentation and Binder (20% of total grade)

For the final exam, students give a group presentation on their social action campaign. In addition, 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.

Extra Credit

There are two opportunities for extra credit in this course. First, on March 19th 9am-2pm, the National Association of Social Workers – Michigan Chapter is hosting a Capitol Action Day at the State Capitol. This is a fantastic learning opportunity; participants will have a chance to practice the advocacy skills they are learning in this course during 'leg visits' (meetings) with state Senators and/or Representatives. I *strongly* encourage you to attend and would be happy to speak with other professors or field supervisors about letting you miss class or field to do so. The school will cover the registration cost if you confirm your interest by Week 3 of class. You can earn up to **5 extra credit points** for participating in this event. Second, the virtual Spring '25 College Summit on Social Action will take place on Thursday, May 1st, 8-9:30 pm EST, during finals week. This is a great opportunity for you to connect with other students across the county working on social action campaigns and learn from each other. You can earn up to **3 extra credit** points for participating in this event.

Course Policies and Procedures

Students are responsible for informing themselves of University, college, department, and school requirements as stated in unit publications and in the University catalog and are expected to abide by these requirements in this course. The following policies and procedures are particularly relevant:

University Policies (hyperlinked):

- Academic Integrity
- Attendance
- Grief Absence
- Integrity of Scholarship & Grades
- Late Drops, Adds & Section Changes
- Religious Observance

  Please inform the instructor of any conflicts between class assignments, attendance or other expectations by the second week of class. I will happily work with you to make accommodations.

- Spartan Code of Honor
- Student Rights & Responsibilities: Article 2
- Tolerance and Civility
- Web Accessibility

Other Course Policies, Procedures & Resources:

- Accommodations for Students with Disabilities (from the Resource Center for Persons with Disabilities (RCPD)

  Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the

Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and upload a copy to the RCPD dropbox on the D2L website.

- Adjustments to Course Schedule

Minor changes to the Course Schedule may occasionally be necessary. These changes will be announced in class and/or over the course website/email.

- Appealing Grades

Students are expected to retain copies of all written work and instructor comments. You are encouraged to contact the instructor with any questions or concerns you have about the evaluation of your work. Appeals about grades will only be accepted 48 hours after the assignment is returned to the student so that you can think through what you want to say or ask about the evaluation. After 48 hours, I'll be happy to talk with you about how the grade was determined. Formal appeals will be accepted *in writing* and adjustments made at the discretion of the instructor.

- Conferences & Communication with Instructor

Please contact the instructor with questions and concerns at kleinsa@msu.edu between 9:00am and 5:00pm Monday-Friday. The instructor will respond to all e-mails and phone messages within 48 business hours (**not including weekends or evenings**) barring unforeseen circumstances.

- Format & Style of Written Assignments

Unless otherwise noted, all written assignments must be typed in Times News Roman 11 or 12-point typeface, with one-inch margins all around, aligned left, printed on one side of the paper only, with hyperlinks removed, stapled in the upper left-hand corner, and should conform to the **APA style** Manual. Students are expected to consult the Purdue OWL website (http://owl.english.purdue.edu/owl/section/2/10/) regarding appropriate application of APA style. This is particularly critical with respect to how students cite others' work in the body of their papers and list references at the end of their papers.

- Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies.

However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others. As the instructor, and a social worker who is a mandated reporter, I must report the following information to Children's Protective Services and/or other University offices if you share it with me:

- Suspected current child abuse/neglect, if you are a minor or it involves another minor
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff,
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

- Mental Health Services

College students often experience issues that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective resources are available on campus, and most are free of charge.

- Drop by Counseling & Psychiatric Services (CAPS) main location (3rd floor of Olin Health Center) for a same-day mental health screening.
- Visit https://caps.msu.edu for online health assessments, hours, and additional CAPS services.
- Call CAPS at **(517) 355-8270** any time, day or night.
- 24-Hour MSU Sexual Assault Crisis Line **(517) 372-6666** or visit https://centerforsurvivors.msu.edu/

- Plagiarism Will Not be Tolerated

Plagiarism is defined below by the University as:

> presenting the work of another as one's own. This is usually done through the failure to acknowledge the borrowing of ideas, data, or the words of others. Examples include submitting as one's own work the work of

> another student or a commercial writing service; quoting, either directly or paraphrasing, a source without appropriate acknowledgement; and using figures, charts, graphs or facts without appropriate acknowledgement. Inadvertent or unintentional misuse of another's work is still plagiarism (MSU Ombudsperson, n.d.).

This message serves to clarify my position on plagiarism and set clear expectations and consequences for all work in this course. I have a zero tolerance policy toward plagiarism. I check every paper against course material and the Internet. Academic honesty means using your own words to communicate an idea. Therefore, changing a few words of another's text and/or rearranging words from another source constitutes plagiarism. If you paraphrase material you must still cite and reference the source. (To paraphrase means to restate a text or passage in other words, often to clarify meaning. Paraphrasing is a restatement of an idea, not rearrangement of specific words.) If you copy material exactly, you must use quotation marks and then cite and reference the source. One sentence, two sentences, a paragraph, or an entire paper – copying constitutes plagiarism/cheating. Those papers will automatically receive a 0.0 and the student may be recommended for academic review.

- Respectful Communication and Political Partisanship

Class discussions will raise complex and sometimes difficult issues. Social policy issues are full of controversial concerns. Sharing your perspective is strongly encouraged. Students are also encouraged to respond critically (but not judgmentally) to ideas presented by the instructor and their classmates. *Responses should be thoughtful and communicate respect for others*. Feel free to challenge others' ideas and encourage them to grow with new concepts and skills but remember that the classroom should be a safe place where we can give and receive *constructive* feedback.

Students are encouraged to assess political practices and policy issues in this course critically from the standpoint of social work professional values. No single political party is the exclusive champion of the social work profession's values. Therefore, students are encouraged to express their personal thoughts and beliefs about relevant political practices and policy issues but are also encouraged to help each another and the instructor check uncritical ideological presumptions at the door so that we avoid unreflective 'group think'. Some assignments may call for the instructor to assess student's ability to apply Social Work values to their work, but no student will be penalized for expressing a political belief simply because it differs from that of the instructor or their classmates.

- Technical Assistance

If you need technical assistance at any time during the course or to report a problem you can:

- Visit the Distance Learning Services Support Site
- Visit the Desire2Learn Help Site (http://help.d2l.msu.edu/)
- Or call Distance Learning Services: (800) 500-1554 or (517) 355-2345

- Timely Submission of Assignments

Assignments must be turned in on time, by the due date. If there is a problem, please communicate with me. *Late assignments* are rarely accepted and will not receive full credit. *If* the instructor agrees to accept a late assignment, one point will be deducted from all accepted late work for the first day, and one point per day (including weekends and holidays) will be deducted until the assignment is turned in. You are responsible for contacting me in a timely manner to request permission to turn in a late assignment.

SW 891-732 SPRING 2025 Class Schedule (KLEIN)

- [**L&P**] = Lane & Pritzker (2018)
- [**SML**] = Scott Myers-Lipton (2023)

A **typical class session** will consist of three ~50-minute parts punctuated by two 10-minute breaks:

1. *Social Action Campaigns* [~50 minutes]: Group discussions of SML reading and related newspaper articles or videos, social action course alumni reflections, campaign raps, and small group work on social action campaigns

   10-minute break

2. *Political Social Work* [~50 minutes]: Group discussion of assigned reading from L&P

   10-minute break

3. *Advocacy Skill Lab* [~50 minutes]: Students learn/practice a specific advocacy skill taught by instructor or guest presenter

Changes to Course Schedule: Please note that changes to the course schedule are sometime necessary to accommodate guest presenter's schedules. Students will be alerted at the earliest possible moment if this is the case.

WEEK 1: JANUARY 16TH
Topic(s): • Course Expectations • Social Action: *Issue Development* • Political Social Work: *Intro to Political Social Work* • Advocacy Skills Lab: *Stakeholder Charts/Directories* **Reading & Videos:** • Course Syllabus • SML Chapter 1: Issue Development (pp. 1-19) • L & P Chapters 1: Consider Yourself Asked & 2: Contexts for Political Social Work Practice (pp. 3-44) **Assignments Due:** None
WEEK 2: JANUARY 23RD

Topic(s):

- Social Action: *Setting the Tone and Walking the Walk*
- • L & P Chapter 3: Promoting the General Welfare of Society (pp. 45-73)
- Political Social Work: *The Political Activity of Social Workers and Human Service Organizations*
- Advocacy Skills Lab: *Bill Trackers*

Reading & Videos:

- SML Chapter 2: Setting the Tone (pp. 20-27)
- L & P Chapter 3: Promoting the General Welfare of Society (pp. 45-73)
- On D2L: Plato's Allegory of the Cave

Assignments Due:

- Get started on Portfolio Assignment 1
- Submit one idea for a campaign issue
- Advocacy Skills Assignment: Stakeholder Chart

WEEK 3: JANUARY 30TH

Topic(s):

- Social Action: *Change Theory*
- Political Social Work: *Power, Empowerment & Conflict*
- Advocacy Skills Lab: *Forcefield Analysis*

Reading & Videos:

- SML Chapter 3: Change Theory (pp. 28-41)
- L & P Chapter 4: *Power, Empowerment & Conflict: Engaging Effectively with Power in Political Settings* (pp. 77-107)
- Watch the movie *Iron Jawed Angels*
- On D2L:
  - Rochelle Jackson-Smarr, SJSU Class of '08 Reflection
  - Myers-Lipton, "Students for DMH and the Fight for Air Conditioning" and Lowman, "Students Get Heated Over Building Conditions"
  - Video: Interview with Jo Ann Robinson
  - Video: I'd Organize Hell – Saul Alinsky
  - Video: Students for DMH First Ever Faint-In (street theater on Students for DMH's Facebook page)

Assignments Due:

- Finish Portfolio 1 and get started on Portfolio Assignment 2
- Advocacy Skills Assignment: Bill Tracker

WEEK 4: FEBRUARY 6TH

Topic(s):

- Social Action: *Building Power*
- Political Social Work: Assessing the Political Context and Developing Political Strategy
- Advocacy Skills Lab: *Infographics for Advocates*

Reading & Videos:

- SML Chapter 4: Building Power (pp. 42-59)
- L & P Chapter 5: Getting on the Agenda (pp. 113-147)
- On D2L:
  - Rose, S.J. (1999). Social workers as municipal legislators: Potholes, garbage and social activism. *Journal of Community Practice, 6*(4), 1-15.
  - *Myers-Lipton, "Chicano Commencement"*
  - *Rodriguez, "A Bold Statement That Still Resonates"*
  - David Salinas, SJSU Class of '19 Reflection

Assignments Due:

- Submit Portfolio Assignment 1-3 & Log
- Advocacy Skills Assignment: Forcefield Analysis

FEBRURY 13TH

Anniversary of MSU Shooting - No Class

WEEK 5: FEBRUARY 20TH

Topic(s):

- Social Action: *Research*
- Political Social Work: *Advocacy Campaigns*
- Advocacy Skills Lab: *Power Mapping*

Reading & Videos:

- SML Chapter 5: Research (pp. 60-71)
- L & P Chapter 6: Planning the Political Intervention – Advocacy Campaigns (pp. 151-182)
- On D2L: Leila McCabe, SJSU Class of '12 Reflection
- Frameworks Institute (n.d.). *The Storytelling Power of Numbers.*

Assignments Due:

- Get started on Portfolio 4
- Advocacy Skills Assignment: Infographic

WEEK 6: FEBRUARY 27TH

Topic(s):

- Social Action: *Group Dynamics*
- Political Social Work: *Electoral Campaigns*
- Advocacy Skills Lab: *Op Eds & Editorials*

Reading & Videos:

- SML Chapter 6: Group Dynamics (pp. 72-80)
- L & P Chapter 7: Planning the Political Intervention – Electoral Campaigns (pp.185-223)
- On D2L:
  - Rodriguez, “A More Balanced Playing Field…”
  - AS, SJSU, Board of Directors’ Resolution
  - Lucila Ortiz, SJSU Class of ’10 Reflection
  - Rose, S.J. (1999). Social workers as municipal legislators: Potholes, garbage and social activism. *Journal of Community Practice, 6*(4), 1-15.

Assignments Due:

- Complete Portfolio 4 & get started on Portfolio 5
- Advocacy Skills Assignment: Power Map

MARCH 6TH

MSU Spring Break – No Class

WEEK 7: MARCH 13TH

Topic(s):

- Social Action: *Strategy & Tactics*
- Political Social Work: *Planning the Political Intervention – Voter Engagement Campaigns*
- Advocacy Skills Lab: *Legislative Visits*

Reading & Videos:

- SML Chapter 7: Strategy & Tactics (pp. 81-98)
- L & P Chapter 8: Planning the Political Intervention – Voter Engagement Campaigns (pp. 227-262)
- On D2L:
  - Franco, “Students Declare Housing Crisis”
  - Mehta, “No Deal”
  - DeRuy, “SJSU Blast University Leaders for Handling of Housing Crisis”
  - Trujano, “SJSU’s New Housing Solutions”
  - Mayra Bernabe, SJSU Class of ’19 Reflection
  - Video: *Student Homeless Alliance Demands Resources from SJSU*
  - Rey, “Campus Safety: A Reason to Be Worried?”
  - Bradley, “Campus Safety and Statues Garden”
  - Clark “UPD to Expand Its Escort Program”
  - CMS Info, “Students Auto-Enrolled in Alert-SJSU”
  - Bradley, SJSU Class of ’11 Reflection

Assignments Due:

- Submit Portfolio Assignment 4-6 & Log
- Advocacy Skills Assignment: Leg Visit Training or Tip Sheet
- Mid-course Evaluation

MARCH 19TH

National Association of Social Workers – Michigan Chapter’s Capitol Action Day 2025 9am-2pm at State Capitol (extra credit available)

WEEK 8: MARCH 20TH

Topic(s):

- Social Action: *Campaign Kickoff*
- Political Social Work: *Making Your Case to Campaign Targets*
- Advocacy Skills Lab: *Policy Briefs*

Reading & Videos:

- SML Chapter 8: Campaign Kickoff (pp. 99-113)
- L & P Chapter 9: Persuasive Political Communication (pp. 269-302)
- On D2L:
  - How to Get Press to Your Event
  - Myers-Lipton, “Donald Williams Jr. and Students for Racial Equality”
  - Murphy, “San Jose State Donor’s Alleged…”
  - O’Connor, “University’s Officials Step Down…”
  - Hernandez, “Sit-in for Racial Justice: Students Ask for Apology from President”
  - Murphy, “SJSU Donor Did Make Offensive Remarks about Latinos”
  - Estelia Velasquez, SJSU Class of ’16 Reflection
  - Video: *SJSU Students Denounce Board Member’s Alleged Racist Statement*

Assignments Due:

- Get started on Portfolio 7
- Advocacy Skills Assignment: Letter to Editor or Press Release

WEEK 9: MARCH 27TH

Topic(s):

- Social Action: *Campaign Plan & Campaign Frame*
- Political Social Work: *Making Ethical Decisions in Political Social Work*
- Advocacy Skills Lab: *Public Testimony & Talking Points*

Reading & Videos:

- SML Chapter 9: Campaign Plan (pp. 114-121)
- L & P Chapter 14: Making Ethical Decisions in Political Social Work (pp. 431-459)
- On D2L:
  - NASW Code of Ethics (focus on Preamble)
  - UN Declaration of Human Rights
  - Ewing, “Anti-Sweatshop Groups Gain Steam”
  - Spartan Daily, “Groups Rally for WRC Support”
  - AS University Affairs Meeting
  - Parker, “SJSU Signs with Labor Rights Group”
  - Austin Gieger, SJSU Class of ’08 Reflection
  - Darcie Kiyan, SJSU Class of ’07 Reflection
  - Yap, “Labor Rights Violations Suspected”
  - Video: *Fox News Coverage of Louisiana Winter 2001*
  - Video: *Groups Calls on SJSU President to Ban School Apparel Made with Sweatshop Labor*

Assignments Due:

- Complete Portfolio 7 & get started on Portfolio 8
- Advocacy Skills Assignment: Policy Brief

WEEK 10: APRIL 3RD

Topic(s):

- Social Action: *Campaign Evaluation*
- Political Social Work: *Evaluating Political Social Work Efforts*
- Advocacy Skills Lab: N/A

Reading & Videos:

- SML Chapter 10: Campaign Evaluation (pp. 122-124)
- L & P Chapter 10: Evaluating Political Social Work Efforts (pp. 401-430)

Assignments Due:

- Complete Portfolio 8 and get started on Portfolio 9
- Advocacy Skills Assignment:Legislative CommitteeTestimony

WEEK 11: APRIL 10TH

Topic(s):

- Social Action: *Group Work*
- Political Social Work: *Careers in Political Social Work*
- Advocacy Skills Lab: N/A

Reading & Videos:

- L & P Chapter 15: Political Social Work Careers and Leadership: From Jane Addams to You! (pp. 461-496)

Assignments Due:

- Submit Portfolio Assignments 7-10 & Log
- Last Chance to Submit Revised Advocacy Skills Assignments

WEEK 12: APRIL 17TH

Catch-up Week

WEEK 13: APRIL 24TH

Topic(s):

- The Hero's and Shero's Journey
- Campaign Presentations

Reading & Videos:

- SML Chapter 11: The Hero's and Shero's Journey (pp. 125-130)

Assignments Due:

- Campaign Presentation Slides/Materials

FINALS WEEK

- **Class does not meet**
- **Campaign Binder is due by 11:59pm on Tuesday, April 29th**
- **Students strongly encouraged to participate in the virtual Spring '25 College Summit on Social Action on Thursday, May 1st, 8-9:30 pm EST (extra credit available)**