I. COURSE DOMAIN AND BOUNDARIES

Social workers are always agents of social change as part of a profession that looks beyond individual problems to consider the “person in the environment.” This skill-based course will focus on making change through building coalitions, developing grassroots strategies, lobbying and running for office.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Demonstrate Ethical and Professional Behavior</th>
<th>C1</th>
<th>Emphasized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>C2</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Engage in policy practice</td>
<td>C5</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>C6</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
<td>C8</td>
<td>Reinforced</td>
</tr>
</tbody>
</table>
III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity:** Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

*Student Handbook 2017-2018*

**Accommodations:** If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The *Disability Resource Center*, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the *English Language Program* (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the *Office for International Students and Scholars* to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.
Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jw kennedy@wustl. edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See shs.wustl.edu/MentalHealth
Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

V. ROLE OF FACULTY AND STUDENTS

Class Attendance: You are expected to attend class. Please contact me as soon as possible if an emergency comes up or if you will be out of town during a scheduled class time.

Class Participation & Professional Investment: I expect everyone to participate in class discussions, projects and activities. You will receive a grade for your projects, but you will also be evaluated based on your professional investment by your classmates. This evaluation method will be discussed in the first class meeting. In addition, all class members will be required to visit Jefferson City, Missouri at least twice.

Course Assignments: Late assignments are not accepted outside of emergency circumstances. Please contact me as soon as possible if you have a situation that requires special attention. I will not allow an assignment to be rewritten outside of emergency circumstances.

Email: Please check your email regularly. This is the primary way I will communicate with you outside of class.

Library Use: Library resources (including librarians) are essential for producing high quality work.

Instructor Availability: If you would like to meet with me outside of class, please come to my office hours, make an appointment or send me an email. Email is your best resource for communicating with me.

Preferred Name: If you would like to use a name other than your legal name for the purposes of this course and your time at Brown, please let me know. Washington University recognizes that many students prefer to use names other than their legal ones to identify themselves. As long as the use of this preferred name is not for the purposes of misrepresentation, the university acknowledges that a “preferred name” can and should be used where possible in the course of university education and communication. This policy is limited to first names and not surnames or family names. The university will attempt to display preferred first name to the university community where feasible and appropriate and make a good faith effort to update reports, documents and systems accordingly. As such, the student’s preferred first name may be used in the university directory, communications (e.g., press release to hometown newspapers), class rosters and other documents, except where the use of official name of record is required. The student’s official name of record will remain unchanged in all university-related systems and reports. [NOTE: A preferred name will not be shown on certain records, including paychecks, payroll records, transcripts, enrollment verification, medical records, financial aid documents and other records which require use of an official name of record. Students who wish to change their official name of record must submit official documentation (e.g., court order, divorce decree) directly to the Office of the University Registrar and Human Resources, if also employed.]
VI. ORGANIZATION OF COURSE

In order to prepare for practice in organizing, coalition building and lobbying, direct experience is invaluable. This class will provide the kind of hands-on experience that will lay the foundation for coalition and policy work. Class hours will include a traditional classroom setting in St. Louis as well as the trip to the Missouri state legislature in Jefferson City all day on Wednesday, January 31 (snow day: Wednesday, February 7). In addition, you will also have the opportunity to lobby with your chosen agency in Jefferson City.

Since it is impossible to have hands-on experience without a laboratory of some sort, we will be partnering with several Missouri agencies. Our involvement with the agencies is multi-faceted: (1) we will lobby with them on their 2018 legislative agenda issues; and (2) we will create a detailed strategic plan for a future legislative issue.

This class is designed to blend theory and practice. You should read the assigned readings prior to class and come to class prepared to discuss and apply readings to discussions. It is expected that all students will take a professional attitude toward this course, its expectations and assignments.

Recognition should be given to the fact that community organizing and advocacy do not follow established templates and they are unique to the context in which they are practiced. As such, unanticipated events are inevitable, nothing is perfect and the entire class is in this together—as a learning experience. Patience, persistence and flexibility reap rewards.

VII. ASSIGNMENTS AND GRADING CRITERIA

Strategic Plan—40% of final grade. One grade per group.

The main assignment for this course is to create, as a coalition, a detailed strategic plan on a specific advocacy issue.

The strategic plan must include the following sections:

A. Appropriate Presentation
   • Title Page, including a title and the names of all members of your coalition.
   • Table of Contents.
   • Acknowledgements.
   • Tabs or some other manner of separating the sections.
   • Appropriate citation pages and appendices.

B. Issue Section
   • A description of the issue and the campaign for its change.
   • Brief history of the issue in the U.S. and in Missouri.
   • Norms and stereotypes associated with the issue.
   • Power differentials associated with the issue.

C. Research Section
   • Literature review based on scholarly, evidence-based articles regarding your issue.
   • Legal literature review based on relevant case law, statutes and law review articles.
   • Literature review based on media focus on the issue. Can include print, internet, radio and/or television. Focus on national and Missouri media access as appropriate.
   • Information from political platforms or speeches regarding your issue if appropriate.
• Discussion on how to use the above information in the current campaign surrounding your issue.

*The above literature reviews are not to critique or evaluate the research or media exposure (unless that is helpful to the client), but rather to get a broad-based understanding of the issue.*

D. Legislative Section
- Past pertinent legislation on this issue in Missouri (include the proposed bills or laws, sponsors and legislative process).
- Similar legislation in other states or on the national level (include the proposed bills or laws and legislative process).
- Discussion about how past legislative actions will affect the current issue.

E. Strategy Section
- Goals for the issue change, including short, intermediate and long-term goals over the timeline set by the agency.
- Organizational considerations, if appropriate
- Constituents, Allies and Opponents.
  - Include a **detailed coalition building plan** with analysis of who will be invited and why. Include specific Missouri legislators, people, agencies and organizations. Your coalition building plan may also include directed marketing to specific coalition targets.
  - Include a **detailed list of actual or potential opponents** to your change, including rationale for their opposition and tactics to minimize their impact.
- Targets, including primary and secondary targets.

F. Tactics Section
- Include a detailed tactical plan for moving the issue forward.

G. Advocacy Section
- Issue framing options
- Detailed lobbying plan. Include the lobbying of special interest groups, administrative agencies and legislators. Remember that lobbying does not start in the legislature.
  - Sample legislative fact sheet.
  - Sample legislative testimony.
- Discussion of Missouri legislators who would support or oppose the issue change. Include information about their constituency, financial backing, ideology and term limits. Include a map of Missouri with counties clearly marked and refer to a legislator’s county/district when discussing his or her involvement.

H. Media Section
- A video.
- Sample Facebook pages and Twitter tweets (or other applicable social media plans).
- Sample website design/contents.
- Sample press releases.
- Sample Letters to the Editor and/or Op-Ed articles.

I. Community Education Section
- Statewide campaigns surrounding issue change.

Please note that each agency may want some sections of the strategic plan highlighted over others or additional sections added. You will have the opportunity to meet with a representative from your agency to ask questions, either in class on Wednesday, January 25, in Jefferson City on Wednesday, February 1 or at another arranged time.
Rough draft: March 7  
Final plan: April 25  
Each coalition will also meet with me at least once after you turn in the rough draft to discuss progress.

Lobbying and Advocacy Experiences—20% of final grade  
You will be graded on your participation in at least two trips to Jefferson City, one with the class and the other with their agency’s lobby day.

Self-Reflection and Evaluation of Coalition Process and Coalition Members—10% final grade  
In this short paper, you will include the following sections:  
- What did you like about the coalition process in this class? What was hard? What was easy?  
- How do you feel you stretched as a coalition member?  
- For each member of your coalition including yourself, please briefly answer the following questions:  
  - How did (named member of coalition) contribute to the process?  
  - Please give each member (including yourself) a numerical percentage grade (out of 100%) based on how that person contributed to the process.

Due Date: May 2 at the start of class

Class Participation—30% of final grade  
- 20% based on evaluation of your participation in the coalition by other coalition members.  
- 10% based on instructor observation as participation in classroom discussions, lobbying trips, advocacy work and coalition project.

VIII. TEXTS

Please make sure you get the 2010 version of the book.


Other readings will be provided.

IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>COMPETENCY/IES</th>
<th>DIMENSION/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lobbying in Jefferson City at least twice.</td>
<td>C1, C2, C3, C5, C6, C8</td>
<td>Knowledge/Skills/Cognitive and Affective Processes/Values</td>
</tr>
<tr>
<td>Strategic Plan for Partner Agency</td>
<td>C1, C2, C3, C5, C6, C8</td>
<td>Knowledge/Skills/Cognitive and Affective Processes/Values</td>
</tr>
<tr>
<td>Self-Reflection of Coalition Process and Coalition Partners</td>
<td>C1, C2, C8</td>
<td>Skills/Cognitive and Affective Processes/Values</td>
</tr>
</tbody>
</table>
X. COURSE OUTLINE

Class 1: January 17
Introduction to the Class

Readings: None

Class 2: January 24
A Cross-Section of America--Missouri Government Overview

Readings:
Pink, Chapters 1, 2 and 3.
How a Bill Becomes a Law in Missouri, at http://www.senate.mo.gov/bill-law.htm

Please browse the following websites:
http://www.senate.mo.gov
http://www.house.mo.gov
http://midwestdemocracyproject.org/blogs/prime-buzz/
http://www.missourinet.com/category/politics-government/
http://www.johncombest.com
http://www.24thstate.com/
http://www.missourirecord.com/

Class 3: January 31
Trip to Jefferson City

Readings:
Pink, Chapters 7 and 8.

Class 4: February 7
To the Drawing Board--Strategic First Steps

Readings:
Bobo, Chapters 2, 4-6.

Class 5: February 14
To Parse, To Expand, To Frame—Playing With Your Issue

Readings:
Bobo, Chapter 3.
Pink, Chapter 4.

Class 6: February 21
Getting What You Want—Strategy and Tactics

Readings:
Bobo, Chapters 7 and 8, 17.

Class 7: February 28
Getting Collars to the Capitol—Organizing, Building a Coalition and Recruiting Volunteers

Readings:
Bobo, Chapters 9-12.
Pink, Chapters 5 and 6.
Class 8: March 7
Make Your Voice Heard--Public Speaking and Community Education

Readings:
Bobo, Chapters 13 and 16.

Class 9: March 14
No Class Due to Spring Break

Class 10: March 21
Spreading a Virus—Using Media and Social Media

Readings:
Bobo, Chapters 14 and 15.
Pink, Chapter 9.

Class 11: March 28
In-Class Evaluation

Class 12: April 4
Talking in the Capitol—Giving Testimony and Lobbying

Readings:
To be assigned.

Class 13: April 11
Show Me the Money—Raising Funds and Campaign Finance

Readings:
Bobo, Chapter 19.

Class 14: April 18
In-Class Evaluation
Readings:
None

Class 15: April 25
Your Turn--Running for Office

Readings: To be Assigned.

Class 16: May 2
Final Class