

ADVOCACY IN SOCIAL WORK PRACTICE: CHANGING ORGANIZATIONS AND COMMUNITIES, INFLUENCING SOCIAL POLICIES AND POLITICAL PROCESSES

CUSSW T7103, [Term Year]

[Section, Day, Time, Location]

[Instructor]

[Phone, Email]

[Office, Office Hours]

PREREQUISITE

Advocacy in Social Work Practice, T7103, builds on the knowledge and skills provided in your first semester by expanding and applying these to macro practice within organizational, community and political systems. Thus, you must have completed T7100, *Foundations of Social Work Practice*, having mastered content in the fundamental purpose, values, knowledge, processes and skills common in all types of social work practice. Specifically, T7103 will build upon your introduction to macro practice and your exposure to frameworks for understanding community and organizational problems, opportunities and populations covered in T7100. You must have also completed T6801, *Social Welfare Policy*, where you received an overview on governmental structure, the political process, and the content of major social policies and programs. Specifically, T7103 will expand into advocacy strategies in influencing major social policies and programs as well as various aspects of social service delivery, governmental structure and political process.

COURSE DESCRIPTION

Advocacy in Social Work Practice assists students in developing the repertoire of macro knowledge, skills, and values needed to analyze and assess organizations, communities, social policies and political systems as they relate to client welfare. The course teaches students how to formulate macro interventions, advocate for, and work collaboratively in change and capacity building processes within organizations and communities and to influence social policies and political processes that affect the everyday lives and opportunities of clients. In addition, the course seeks to deepen students' understanding of distributive justice, human and civil rights and the dynamics of oppression as well as the saliency of advocacy and social change action in the pursuit of social and economic justice through responsible organizational, community, policy and political practice.

Objectives

A. Social Work Knowledge:

1. To expose students to the centrality of social work's historic and contemporary commitment to pursuing economic and social justice through advocacy and social action, and expand students' understanding of macro analysis and assessment in order to formulate and implement social change and capacity building interventions in organizational, community, policy and political realms.
2. To foster student's conscious, purposeful, and differential use of themselves as professionals, advocates, and change agents in promoting social, organizational, community, policy and political changes that benefit clients and/or society.
3. To develop students' recognition of the risks that confront highly vulnerable populations when participating in efforts to change organizations and communities, and influence social policies and political processes.
4. To expand students' knowledge base regarding the dynamics of privilege, power and oppression and the ways in which the interests, traditions, and expectations of culturally diverse clients coincide and collide with the interests, traditions, and expectations of relevant organizational actors, community leaders, and social policy makers.
5. To develop students' knowledge base concerning systemic evaluation and monitoring of the impact of their own practice within and across systems levels (organizational, communal, political and societal).

B. Social Work Skills:

6. To help students cultivate skills integral to organizational, community, policy and political practice that strengthen the capacities of organizations, communities and society to meet needs and foster sustainable development.
7. To assist students, in collaboration with their clients, in identifying and systematically assessing the need for advocacy and social action at the organizational, communal, policy and political levels and formulating subsequent interventions supported by empirical evidence and best practice.
8. To develop students' proficiency in systematically evaluating and monitoring the efficacy of their own practice within and across system levels (organizational, communal, and societal).
9. To strengthen students' cultural competence and responsiveness to diverse populations when working with various organizations, communities, social policies and political processes affecting these populations.

C. Social Work Values:

10. To deepen students' abilities to negotiate dilemmas of values and ethics across macro system levels (organizational, communal, policy and political) in a manner congruent with contemporary standards of social work practice.
11. To heighten students' understanding of the local, national and global interconnections of human and civil rights, distributive justice, and oppression and strengthen students' professional commitment to pursue economic and social justice, especially for diverse and at-risk client populations, through organizational, community, policy and political practice and social action.

Core Themes

Social Work's Commitment to Social and Economic Justice, Advocacy and Social Change

- Rationale for profession's historic and current efforts; social workers' ethical responsibilities and roles; local, national and global interconnections
- Conceptual and theoretical frameworks applicable to advocacy and social change, including human and civil rights, distributive justice, social movements
- Conceptual and theoretical frameworks regarding oppression, discrimination, power, privilege and economic disparity within organizational, community and political systems
- Cultural competence and responsiveness in advocacy and social change, including knowledge of cultural variation, how to tap into subjugated knowledge and understanding, awareness of cultural orientation.

Advocacy and Social Change Macro Assessment, Planning and Intervention Formulation and Evaluation

- Parallels and differences between assessment of case (micro) and cause (macro) issues/systems, use of multiple methods to generate assessment data, dynamics of insider verses outsider status
- Conduct force field and power analyses
- Select and/or formulate change intervention strategies, taking into consideration internal versus external advocacy, capacity building, sustainable development, as well as vetting values reflected in choices, appraising the empirical/best practice base
- Communicate and implement change goals, plans and interventions
- Systematically evaluate effectiveness of change efforts, incorporating lessons learned into on-going change efforts.

Advocacy in Organizational Practice

- Theoretical frameworks for understanding organizational development, structure, culture, functioning, and its sources of power, resources, and resistances
- Identify and/or formulate organizational change interventions, community organizing efforts, and organizational capacity building options.

Social Action and Community Practice

- Explore multiple definitions of community

- How to enter and gain understanding of a community, identifying community assets, formal and informal community structures and processes, analyzing problems from different community perspectives
- Identify and/or formulate community change interventions, community capacity building strategies.

Influence Social Policies and the Political Process

- Explore political governing processes (local, state, federal) and decision-making
- Analyze major social policies and programs and various aspects of social service delivery, governmental structure and political processes
- Strategize political, legislative or policy change interventions, understanding techniques of public education, lobbying and media influence.

COURSE FORMAT AND EXPECTATIONS [Instructors individualize course format and expectations. All instructors include the following paragraph.]

The course instructor adheres to the University and School policies regarding accommodations for students with disabilities, religious holidays, incompletes, plagiarism, and students' evaluation of the course and its instruction as stated in the CUSSW Student Handbook and the CUSSW Bulletin.

ASSIGNMENTS AND GRADING POLICY [Instructors individually select assignments and establish grading policy. Current practice is to share assignments during T7103 instructor meetings. We have crosswalked instructor assignments by course core themes, see Attachment A.]

REQUIRED TEXTS, READINGS AND MATERIALS [Instructors individually select required and recommended texts as well as recommended readings. Instructors use a yearly consensus process to select one set of required readings for all sections.]

Required Readings [Instructors use a yearly consensus process to select one set of required readings for all sections. We have crosswalked the 2004 required readings by course core themes, see Attachment B.]

Required Texts [Instructors individually select required texts. We have crosswalked text chapters by course core themes, see Attachment B.]

Recommended Texts [Instructors individually select recommended texts.]

Suggested Reading List [Instructors individually select suggested readings.]

Suggested Internet Resources [Instructors individually select for the list we have compiled. We have crosswalked Internet resources by course core themes, see Attachment C.]

Suggested Video Resources [Instructors individually select for the list we have compiled. We have crosswalked videos by course core themes, see Attachment C.]

COURSE PLAN [Instructors individually determine the session topic and content and then assign the corresponding readings. Session topics must flow from core course themes.]

Attachment A: T7103, Spring 2004, Individual Instructor Assignments by Course Themes Crosswalk

	CORE THEME				
	1	2	3	4	5
Professor Vicki Lens					
Identification of a Cause	*	*			
Assessment of a Problem		*	*	*	*
Intervention		*	*	*	*
Professor Steven J. Onken					
Review of Stout's <i>Bridging the Class Divide</i>	*	*		*	*
Advocacy Group Project – Scope and Lit Review		*	*		*
Advocacy Group Project – Assessment (Community, Organization, Policy/Political)	*	*	*	*	*
Advocacy Group Project – Force Field and Action Plan	*	*			
Advocacy Group Project – Implementation and Reflection	*	*	*	*	*
Advocacy Group Project Presentation	*	*	*	*	*
Professor Beth Silverman-Yam					
Skills Development Assignment #1	*				
Skills Development Assignment #2		*			
Skills Development Assignment #3		*			
Skills Development Assignment #4	*		*		
Skills Development Assignment #5				*	
Skills Development Assignment #6					*
Integrative Assignment #1		*	*	*	*
Integrative Assignment #2		*	*	*	*
Integrative Assignment #3					*
Professor Brenda McGowan					
Identification of a Cause	*	*			
Assessment of a Problem		*	*	*	*
Intervention A or		*	*	*	*
Intervention B		*			*

Core Themes:

1. Social Work's Commitment to Social and Economic Justice, Advocacy and Social Change
2. Advocacy and Social Change Macro Assessment, Planning and Intervention Formulation and Evaluation
3. Advocacy in Organizational Practice
4. Social Action and Community Practice
5. Influence Social Policies and the Political Process

*(Highlighted asterisk): Student has choice in focusing assignment on community, organization, or political/policy dimension

	CORE THEME				
	1	2	3	4	5
Professor Barbara Levy Simon					
Literature Review on Advocacy Topic	*	*			
A Force Field Analysis of Advocacy Topic		*	*	*	
Class Presentation of Advocacy Project		*	*	*	*
A Critique of Advocacy Project	*	*	*	*	*
Professor Michael B. Friedman					
Case Study of Care Advocacy	*	*			
Participate in an Advocacy Project A		*	*	*	*
Participate in an Advocacy Project B		*	*	*	*
Professor John G. Robertson					
Review Of Stout “Bridging the Class Divide”	*	*		*	*
Case Study Intro		*			
Case Study Assessment – Organizations		*	*		
Case Study Assessment – Community		*		*	
Case Study Assessment – Policy System Level		*			*
Case Study Assessment – Exclusion	*	*	*	*	*
Case Study – An Intervention Plan		*	*	*	*
Advocacy Change Project		*	*	*	*
Paper – Next Steps	*				
Professor Teresa Gardian					
Review of Stout’s <i>Bridging The Class Divide</i>	*	*		*	*
Advocacy Group Project – Assessment		*	*	*	*
Advocacy Group Project – Implementation and Reflection		*	*	*	*
Advocacy Group Project Presentation		*	*	*	*

Core Themes:

1. Social Work’s Commitment to Social and Economic Justice, Advocacy and Social Change
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Attachment B: T7103, Spring 2004, Required Readings and Text Chapters by Course Themes Crosswalk

Course Theme 1: Social Work's Commitment to Social and Economic Justice, Advocacy and Social Change

All Sections Required Readings:

Figueira-McDonough, J., Netting, F. E., & Nichols-Casebolt, A. (2001). "Subjugated Knowledge in Gender-Integrated Social Work Education: Call for a Dialogue." Affilia, 16(4), 411-431. <electronic>

Freire, P. (1990). "A Critical Understanding of Social Work," Journal of Progressive Human Services, 1(1), 3-9.

McGowan, B. (1988). "Advocacy," Encyclopedia of Social Work (18th ed.). Silver Spring, MD: NASW Press, 1:89-95.

Narayan, L. (2000). "Freire and Gandhi: Their Relevance for Social Work Education." International Social Work, 43(2), 193-204. <electronic>

NASW Code of Ethics at < http://www.columbia.edu/cu/ssw/field/manual/appendix_a.html>

Simon, B. (1994). "Empowerment and Social Work Practice," Chapter 1, The Empowerment Tradition in American Social Work: A History, Columbia University Free Press, NY, 1-32. <electronic>

Simon, B. (1994). "The Early Period: Social Work's Visions of Empowerment, 1893-1917," Chapter 4, The Empowerment Tradition in American Social Work: A History, Columbia University Free Press, NY, 60-82. <electronic>

Van Soest, D. & Garcia, B. (2003). "Key Concepts and Issues in Developing Diversity for Social Justice," Chapter 2, Diversity Education for Social Justice: Mastering Teaching Skills, Alexandria, VA: Council on Social Work Education, 29-56.

Individual Sections Required Text Chapters and Additional Readings

Barusch, A. (2002). "Foundations of Social Policy," Chapter 1, Social Justice and Social Workers, 3-13, Itasca, Ill:F.E. Peacock Publishers, Inc.

Cohen, D., De la Vega, R., & Watson, G. (2001). Introduction to Part I, Chapters 1, 2 & 3, Conclusion to Part I, Introduction to Part II, Chapter 4, Advocacy for social justice: A global action and reflection guide, Bloomfield, CT: Kumarian Press.

Mertes, T. (Ed.) (2004). "Inventing ATTAC," "Grass-roots Globalism," "Students Against Sweatshops," "Cancel the Debt," "Monsoon Risings," "Beyond Civil Society," "New Revolts Against the System," Movement of Movements: A Reader. New York: Verso.

Stout, L. (1996). Bridging the Class Divide and Other Lessons of Grass Roots Organizing. Boston, MA: Beacon Press.

Universal Declaration of Human Rights <<http://www.unhchr.ch/udhr/>>.

Course Theme 2: Advocacy and Social Change Macro Assessment, Planning and Intervention Formulation and Evaluation

All Sections Required Readings:

Bateman, N. (2000). "Assertiveness and Force," Chapter 6, Advocacy Skills: A Handbook for Human Service Professionals, Philadelphia, PA: Jessica Kingsley Publishers, 99-113.

Bateman, N. (2000). "Negotiation," Chapter 7, Advocacy Skills: A Handbook for Human Service Professionals, Philadelphia, PA: Jessica Kingsley Publishers, 114-122.

Brager, G. & Holloway, S. (1992). "Assessing Prospects for Organizational Change: The Use of Force Field Analysis", Administration In Social Work, 16(3/4), 15-28.

Davis, L. V. & Srinivasan, M. (1996) "Feminist Research within a Battered Women's Shelter," Chapter 30, Qualitative Research in Social Work, Edmund Sherman and William J. Reid, (Eds.), New York: Columbia University Press, 347-62. <electronic>

Netting, F. E., Kettner, P. M. & McMurtry, S. L. (1998). "Developing an Intervention Strategy," Chapter 9, Social Work Macro Practice (2nd ed.), New York: Longman, 283-319.

Schneider, R. L. & Lester, L. (2001) "Cause Advocacy," Chapter 6, Social Work Advocacy, Belmont, CA: Brooks/Cole Thompson Learning, 194-240.

Individual Sections Required Text Chapters and Additional Readings

Cohen, D., De la Vega, R., & Watson, G. (2001). Chapters 5 & 6, Conclusions to Part II, Introduction to Part III, chapter 14. Advocacy for social justice: A global action and reflection guide, Bloomfield, CT: Kumarian Press.

Lens, V. (in press) Principled Negotiation: A New Tool for Case Advocacy. Social Work (to be distributed in class).

Meyer, C. H. (1993). Chapter 1, Assessment in Social Work. New York: Columbia <Library electronic reserves>.

Netting, F. E., Kettner, P. M. & McMurtry, S. L. (2004). Chapter 3, Understanding Community and Organizational Problems; Chapter 4. Understanding Populations; Chapter 9, Building Support for the Proposed Change. Social Work Macro Practice (3rd ed.). Boston MA: Pearson, Allyn & Bacon.

Zachary, E., and Olatoye S. (2001). A Case Study: Community Organizing for School Improvement in the South Bronx, New York University: Institute for Education Social Policy <http://www.nyu.edu/iesp/publications/cip/IESP_CIPcasestudy_new.pdf>.

Course Theme 3: Advocacy in Organizational Practice

All Sections Required Readings:

Fisher, W. A., Penny, D. J. & Earle, K. (1996). "Mental Health Service Recipients: The Role in Shaping Organizational Policy," Administration and Policy in Mental Health, 23 (6), 547-553.

Lewis, S. & Crook, W. P. (2001). "Shifting Sands: An AIDS Service Organization Adapts to a Changing Environment," Administration in Social Work, 25(2), 1-20.

Malekoff, A. (2000). "Bureaucratic Barriers to Service Delivery, Administrative Advocacy, and Mother Goose." Families in Society, 81(3), 304-314. <electronic>

Netting, F. E., Kettner, P. M. & McMurtry, S. L. (1998). "Understanding Organizations," Chapter 7, Social Work Macro Practice (2nd ed), New York: Longman, 191-232.

Rae, A. & Nicholas-Wolosuk, W. (2003) "The Action-Strategy Model of Agency Policy Change: Foundation and Overview," Chapter 3, Changing Agency Policy: An Incremental Approach, Boston: Allyn and Bacon, 41-58.

Individual Sections Required Text Chapters and Additional Readings

Ibsen, H. (1999). An Enemy of the People (first staged in 1883). Minedola, NY, Dover Books.

Kretzmann, J. P. & McKnight, J. L. (1993). Chapters 2, & 3, Building Communities from the Inside Out: A Path toward Finding and Mobilizing a Community's Assets. Chicago, IL: ACTA Publications.

Mertes, T. (Ed.) (2004). "Introduction," "The Hourglass of the Zapatistas," "Reclaiming the Commons," "Raising a Ruckus," Movement of Movements: A Reader. New York: Verso.

Netting, F. E., Kettner, P. M. & McMurtry, S. L. (2004). Chapter 7, Understanding Organizations, Chapter 8. Analyzing Human Services Organizations. Social Work Macro Practice (3rd ed.). Boston MA: Pearson, Allyn & Bacon.

Course Theme 4: Social Action and Community Practice

All Sections Required Readings:

Cloward, R. A. & Piven, F. F. (1999). "Disruptive Dissensus: People and Power in the Industrial Age," Reflections on Community Organization, Jack Rothman (Ed.), Itasca, IL: Peacock, 165-193.

Homan, M. S. (2004). "Power," Chapter 7, Promoting Community Change: Making It Happen in the Real World (3rd ed.), Belmont, CA: Thomson Brooks/Cole, 178-203.

Netting, F. E., Kettner, P. M. & McMurtry, S. L. (1998). Understanding the Problem and the Target Population," Chapter 3, Social Work Macro Practice (2nd ed.), New York: Longman, 68-100.

Parson, R. J. (2001). "Specific Practice Strategies for Empowerment-Based Practice with Women: A Study of Two Groups." Affilia, 16(2), 159-179. <electronic>

Individual Sections Required Text Chapters and Additional Readings

Brody, R. (1982). Formulating the problem, Problem solving: Concepts and methods for community organizations. NY: Human Sciences Press. pp. 17-35.

Chambers, E (2003). Roots for radicals. New York, NY: Continuum Books.– Chapter 6-8

Cohen, D., De la Vega, R., & Watson, G. (2001). Case Studies 8, 9 & 10, Advocacy for social justice: A global action and reflection guide, Bloomfield, CT: Kumarian Press.

Gecan, M. (2002). Going Public. Boston: Bacon.

Gutierrez, L. "Multicultural Community Organizing", Social Work in the 21st Century, M. Reisch & E. Gambrill (Eds), 249-259. Thousand Oaks, CA: Pine Forge Press.

Kaufmann, C. & Campbell, J. (1995, January). Voice in the Mental Health Consumer Movement: An Examination of Services Research by and for Consumers. Paper presented at the Annual Meeting of the American Sociological Association, Washington, DC. <<http://mimh200.mimh.edu/pieDb/00105.htm>>

Kretzmann, J.P. & McKnight, J.L. (1993). , Chapters 1, 4 & 5, Building Communities from the Inside Out: A Path toward Finding and Mobilizing a Community's Assets. Chicago: Institute for Policy Research, Northwestern University.

Mertes, T. (Ed.) (2004). "The Global South," "The New Anarchists," Movement of Movements: A Reader. New York: Verso.

Netting, F. E., Kettner, P. M. & McMurtry, S. L. (2004). Chapter 5, "Understanding Communities", Chapter 6: "Analyzing Communities." Social Work Macro Practice (3rd ed.). Boston MA: Pearson, Allyn & Bacon.

Course Theme 5: Influence Social Policies and the Political Process

All Sections Required Readings:

Blau, J. & Abramovitz, M. (2004). "The Politics of Social Welfare Policy," Chapter 4, The Dynamics of Social Welfare Policy, New York: Oxford University Press, 90-118.

Dolgoft, R. (1999). What does Social Welfare Produce. International Social Work, 42(3), 295-307. <electronic>

Lipton, D. (1992). "How to Maximize Utilization of Evaluation Research by Policymakers," Annals of the American Academy, 521, 175-188.

Schneider, R. L. and Lester, L. (2001). "Legislative Advocacy," Chapter 7, Social Work Advocacy, Belmont, CA: Brooks/Cole Thompson Learning, 241-285.

Sherraden, M. S., Slosar, B., and Sherraden, M. (2002). "Innovation in Social Policy: Collaborative Policy Advocacy," Social Work, 47(3), 209-221. <electronic>

Individual Sections Required Text Chapters and Additional Readings

Cohen, D., De la Vega, R., & Watson, G. (2001). Case Studies 11, 12 & 13, Advocacy for social justice: A global action and reflection guide, Bloomfield, CT: Kumarian Press.

Friedman, M. B. (February, 2003). Speak Out: A Guide to Advocacy regarding Mental Health Policy. New York: Center for Policy and Advocacy of the Mental Health Associations of NYC and Westchester <<http://mhawestchester.org/advocates/sohome.asp>>.

Haynes, K.S. & Mickelson, J.S. (2000). Chapters 5-12, Affecting Change: Social Workers in the Political Arena, 4th ed. Boston: Allyn & Bacon.

Lens, V. Advocacy and Argumentation in the Public Arena: A Guide for Social Workers. (To be distributed in class).

McGowan, B.G. & Walsh, E.M. (1985). Social Policy and Legislative Change. In J. Laird and A. Hartman (Eds.). A Handbook of Child Welfare. NY: Free Press.

Mertes, T. (Ed.) (2004). "Today's Bandung?," "Brazil's Landless Battalions," "Sparks in the Township," Movement of Movements: A Reader. New York: Verso.

Shapiro, J. P. (1994). Introduction & Chapter 1 & 8, No pity: People with disabilities forging a new civil rights movement. New York, NY: Times Books.

Stockdill, B. (1999). AIDS, Queers and Criminal Justice: Repressing AIDS Activism: Chapter 12. In Bruce A. Arrigo (ed.) Social Justice, Criminal Justice. Belmont, CA: Wadsworth.

United Nations case study involving South Africa, “An Account and Analysis of How the Sentence on Indigenous Peoples Got into the Johannesburg Political Declaration,” at <http://www.tebtebba.org/tebtebba_files/wssd/iptext.html>.

Wieck, C. & Nichols, Ma. J., Eds. (February, 2001). Making Your Case. St. Paul, MN: Minnesota Governor’s Council on Developmental Disabilities, Department of Administration <http://www.mnddc.org/extra/publications/Making_Your_Case.txt> and in PDF format at <http://www.mnddc.org/extra/publications/Making_Your_Case.pdf>.

Attachment C: T7103, Spring 2004, Internet and Audio-video Resources by Course Themes Crosswalk

	CORE THEME				
	1	2	3	4	5
Internet Resources					
The Center on Congress (sponsored by Indiana University) provides a wide range of web based information aimed at improving people's understanding of congress and strengthening civic engagement. The website is < http://congress.indiana.edu/ >. Content areas include: E-learning module activities regarding how the United States Congress works and your role in the process; bi-cameralism; the role of Congress; the legislative process; Congress Q & A; congressional members; congressional glossary.		*			*
Influencing State Policy (ISP) assists social work faculty and students in learning to effectively influence the formation, implementation, and evaluation of state-level policy and legislation. The website is located at < http://www.statepolicy.org/ >.	*	*	*	*	*
The League of Women Voters of the City of New York's website, < http://www.lwvnyc.org/ >, is a good resource on New York City. One of their publications (available through this website), <i>What Makes New York City Run?</i> , is an excellent guide on New York City government. This 100 page paperback explains the various City offices and how budgeting, contracting, service delivery and land use are implemented under the current Charter.		*	*	*	*
The <i>City Limits</i> website is an urban affairs new magazine, reporting on NYC's nonprofit, policy and activist world. < http://www.citylimits.org/ >.	*	*	*	*	*
There is a great free teaching resource, Electronic Hallway, at < http://www.hallway.org/ >. You can go there and register for your own password. The case, <i>Legislative Strategy: State Government Reorganization (A-B)</i> , combines a case study, role-play exercise and teaching resources to engage students in the legislative process.		*	*	*	*

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	CORE THEME				
	1	2	3	4	5
Videos at CUSSW					
The Unquiet Death of Eli Creekmore			*		
Poverty Outlaw (Kensington Welfare Rights Union)	*			*	*
Welfare Warriors (Kensington Welfare Rights Union)	*			*	*
From the Bottom Up (poor and working class communities turning to each other to rebuild their communities)	*		*	*	
When Billy Broke His Head & Other Tales of Woe (case to cause, self-empowerment through peer advocacy, policy, political and social movement elements)	*	*	*	*	*
A Day's Work - A Day's Pay (personal empowerment, political evolution of three welfare recipients in NYC from 1997 to 2000 as they participate in the welfare-to-work program)	*	*			*
Influencing State Policy (ISP) Videos (CUSSW and individual instructors)					
Making a Difference: Influencing State Policy	*				*
Social Work: Practicing in a Century of Change	*				*
Policy Affects Practice and Students/Practitioners Affect Policy	*	*			*
Social Workers Effecting Change: Legislative Advocacy	*	*			*
Lehman Library					
Rage for Democracy (explores political involvement and efficacy, includes Stout's Piedmont Peace Project) (Call #: JC458 .R3 1992g.)	*	*	*	*	*
Movies					
Widow of Saint Pierre (death penalty case - students watch and then figure out how the movie could have a happy ending)	*				*
Clueless (use of informal manipulation to achieve change)		*			
It's My Party (advocating for choosing one's time to die - HIV)	*				
Ma Vie En Rose (French movie regarding how family is impacted/driven out by rigid community's rejection of young child that cross dresses)	*			*	
Chocolat (rigid community reaction to outsider's nonconformist activities)	*			*	
The Milagro Beanfield War (fighting corporate encroachment)	*	*		*	
Mindwalk (demonstrates systems framework)		*			
Erin Brockovich (story of personal empowerment, advocacy, fighting corporate cover-up and environmental racism)	*	*	*	*	*
The Laramie Project (theater company's experience of trying to understand the forces within Laramie, through living in and interviewing residents of that community, that contributed to the beating death of Matthew Shepard and how this incident impacted the Laramie community and our society)	*	*		*	