RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE

Advanced Social Policy: Violence against Women & Children
19:910:584:11

Fall 2008
Weekends,
Room:
Index #

Office: Riverstede 202
Phone: 732.932.6928
E-mail: postmus@ssw.rutgers.edu

Office Hours:

I. Catalog Course Description

Models of analysis applied to policies affecting adult and childhood survivors of physical, sexual, and other forms of violence. Addresses understanding of values and socio-political forces that define problems; populations affected; current policies and programs and their impact; service delivery and resource allocation; unmet needs; trends; and analysis of political processes and change strategies.

II. Course Overview

The purposes are to teach students skill of policy analysis as applied to adult and childhood survivors of physical, sexual, and other forms of violence; to help students understand the role of values, preferences and assumptions in the policy making process; to consider how structures, policies and other contextual factors affect policy development, policy implementation, and program delivery; and to analyze policies, programs or conditions that need changes as well as the opportunities for such change. Attention is given to problem definition, characteristics of populations at risk, and ways that policy issues are shaped through legislation and political processes.

Students will learn how to follow a line of inquiry, which will help them to answer fundamental questions about any proposed policy or program change:

1. Who is it supposed to help and how?
2. Will it do what it is supposed to do?
3. Do we want it? (Implications of costs and benefits?)
4. Is it feasible? How could we get it?
III. **Place of Course in Program**

This course is part of the Advanced Curriculum and covers the requirement for an advanced policy course. Successful completion of 19:910:504 and the rest of the Professional Foundation courses are a pre-requisite.

IV. **Course Objectives**

1. To understand how social problems are defined and how political values, ideologies, and power influence this process.

2. To understand the processes of social policy development including how practitioners and citizens can participate in the policy making process; how the political, social, economic, and organizational factors influence policy formulation and implementation; and the relationship between state and national policy.

3. To critically apply conceptual frameworks in the analysis of social policy through the examination of social policies and services for survivors of violence.

4. To understand the potential effects of social policy on the following: individual survivor’s well-being; survivors from different ethnic or cultural groups; survivors from lower socioeconomic groups; families experiencing violence; communities and organizations; and social work practice.

5. To understand the social work skills and activities which promote social and economic justice.

V. **Required Texts**

There is no one textbook that is adequate for our purposes, given the breadth of our work on policies and programs affecting survivors of violence in this class. For this reason, we are going to be reading from a wide range of interdisciplinary books and journals. Please note that you will select at least 3 articles or book chapters per session from the readings listed below; you are not required to read all of those listed. Some articles or book chapters have been highlighted, reflecting an awareness needed for an assignment.

To access the readings, go to eCompanion (see section later in syllabus), which can be accessed at http://rutgersonline.net. Readings are listed in alphabetical order by author’s name under the appropriate session and topic.

In addition, students are expected to read a major newspaper frequently, such as *The New York Times* (www.nytimes.com), *The Washington Post* (www.washingtonpost.com), and *the Wall Street Journal* (www.wsj.com), so that they are current with relevant federal and state issues that may be related to the course.
VI. **Course Requirements**

**Course Format**

While this course is founded upon student participation – a critical aspect of your grade – it will utilize both a lecture and seminar format. As professional practitioners and advocates, it is essential for social workers to articulate ideas clearly and persuasively. Because public speaking ability is an important part of effective social work administration and advocacy, students are expected to participate actively in facilitating class discussions and presenting their work to their classmates. It is important that everyone feel free to participate in classroom activities, discussion, and assignments. Learning involves dialogue and exchange, taking chances, sharing new ideas with others. Whether you recognize it or not, all of you are experts in some arenas of social work practice. All students are encouraged to participate through discussions in class, both small and large groups, and with the instructor during office hours.

This course requires graduate level reading, writing, and analytical skills. Students are to come to each class prepared to actively participate in discussions about reading assignments and previous lecture materials. The papers will be graded both on substance and on the ability of the student to write succinctly and in terms understandable to a wide audience.

During this course, it may be difficult to disguise references to specific organizations and people, so such information must stay in the classroom. Confidentiality is vital.

**Respect for others in the classroom.** Social work courses are often messy and ambiguous, with room for multiple and diverse perspectives. We all must attempt to treat each other with respect when opinions are shared. Language should be used which recognizes diversity and is respectful of others. It is also imperative, as we struggle with complex political, personal and social issues, that we not silence others by assuming that there are “politically correct” lines of thought that cannot be challenged. Let us attempt to struggle for intellectual growth and mutual respect as we endeavor in this process!

**Attendance.** Students are expected to attend class (and be on time), which is essential for learning from lecture and class discussions, and for socialization to the profession of social work. Attendance and participation will affect 10% of the course grade. **Students who miss more than a total of 1 full day of classes (or 2 half days) will not receive a passing grade for the class.** Students who leave during the break will be marked as absent for that class. Absences because of religious holidays are allowed with prior permission from the instructor. Consistent lateness to class will also result in being marked absent.

The use of cell phones (including text messaging), blackberries, PDAs, or any similar type of electronic device is not permitted in class. Please turn them off prior to class. If there is an emergency and you need to leave your cell phone on, please turn it to vibrate and attend to the call in the hallway so that you will not disturb your colleagues.

**eCompanion.** eCompanion is a course management program designed to aid in the communication and dissemination of course information and materials. These materials include
the syllabus, assignments, and powerpoint handouts. Additionally, there are links to websites, an online gradebook, and opportunities to e-mail the instructor and your classmates (without knowing their e-mail address).

All correspondence, including submission of assignments and e-mail communications, will be conducted through eCompanion. Please ensure that the e-mail registered with the University is the e-mail you want to use for your correspondence. Should you have any questions, please email webmaster@ecompanion.rutgers.edu or call 732-932-4702.

To find your course, go to http://rutgersonline.net. The Rutgers NetID is the standard login credential for RutgersOnline, however, your initial password will be unique to RutgersOnline and will not necessarily be the same password that you use for a Rutgers email account (e.g. eden, pegasus, clam).

If you are new eCollege users and have a netID in the Rutgers Student Datawarehouse, then your login is your netID, and your default password is your birthday (YYMMDD) which should be changed upon first login. If you are a visiting student without a netID, please email webmaster@ecompanion.rutgers.edu or call 732-932-4702 and they can resolve your login credentials.

Course assignments:

There are 3 assignments for this course. More details are provided in the assignment folder on the eCompanion website. All assignments (except for the on-line discussions) are to be electronically posted in the Digital Drop Box on eCompanion no later than 9am on the due date. Please save all of your assignments with the same document name: last_name.doc. (E.g. Postmus.doc.) All assignments MUST be compatible with Microsoft Word. It is the student’s responsibility to ensure that assignments left in the digital dropbox can be retrieved and read by the instructor. Once graded, I will post your assignment in the Digital Drop Box and then send an e-mail indicating that your graded paper is posted.

1) Online Threaded Discussions. For this assignment, you will participate in 6 online forums in which you can discuss ideas, thoughts, and beliefs about the readings on different policies relating to violence against women and children. Each week, the instructor will post a question or two based on the week’s readings. For each week, students must post at least three responses to each question: one original response to the instructor’s question, and two responses to classmates

2) Policy Brief. One method for advocating on a given social/political issue is to present research and data in the form of a policy brief, usually written as a short position paper (or fact sheet) that provides evidence to support a particular position. A policy brief can provide public officials with valuable information about an issue that can help them justify their vote. Staff members and legislative committees often prepare policy briefs or fact sheets for lawmakers on particular issues. Your choice of pending or current legislation must be approved by the instructor. Students will also make an informal in-class presentation on their policy brief. The assignment is due by 9:00am on October 18. Presentations will be given on October 19.
3) Policy Analysis Paper. For this assignment, you will critically analyze some aspect of a federal or state policy, using one of the policy analysis frameworks discussed in class. Some examples may include the Violence against Women Act, the Family Violence Option, Adoption and Safe Families Act (ASFA) or other policies related to this course. You are encouraged to choose a policy related to your field practicum. This paper should be 12-15 pages long, and is due electronically on Nov. 3 at 9am.

Grading

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<tr>
<th>Activity</th>
<th>Value:</th>
<th>Due Date:</th>
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<tr>
<td>Class Participation</td>
<td>10%</td>
<td>All Classes</td>
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<tr>
<td>On-line Threaded Discussions</td>
<td>30%</td>
<td>Sept. 7, 14, 21, 28, Oct. 5, and 12</td>
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<tr>
<td>Policy Brief</td>
<td>30%</td>
<td>Oct. 18</td>
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<tr>
<td>Policy Analysis Paper</td>
<td>30%</td>
<td>Nov. 3</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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Grading for this MSW course is as follows:

94-100 = A
80-86 = B
70-74 = C
87-93 = B+
75-79 = C+
Below 70 = Failed (F)

The quality of the writing as well as the content is important, so students should check spelling and grammar as well as sentence and paragraph construction. It is a very good idea to write a draft of your papers and then make an outline of your draft before preparing final versions. This helps assure that your paper is flowing in a coherent manner and that you are effectively making and supporting your main points.

Written work should meet basic standards of writing proficiency, and should conform to accepted standards of citation. The format found in the Publication Manual of the American Psychological Association (APA) should be used for all papers. If you are unsure of how to cite sources, please see the instructor. Remember that plagiarism is a serious offense and violates the standards for academic integrity. Written assignments are graded based on the following criteria:

- thoroughness and completeness of content;
- clarity and logic of presentation;
- evidence of critical thought;
- quality of writing.

Late Assignments: All assignments are due at the beginning of class on the date assigned. Grades will be reduced by 10 points if the assignment is late. Assignments will not be accepted if late more than 1 week. (Exceptions will be made only in extreme circumstances and must be approved by the instructor PRIOR to the due date.) If a due date conflicts with a religious observance, please consult with the professor prior to the assignment’s due date.

Incomplete grades: Incompletes will only be granted at the discretion of the instructor under special circumstances. It is the student’s responsibility to request an Incomplete from the instructor before the end of the semester. A request signed by the student and the faculty member must be on file when grades are submitted.
VII. Library Resources

The Rutgers University library system contains a very impressive collection of resources and materials that will be of great assistance to you as you complete assignments for this course and your other graduate courses. Many of these materials can be accessed on-line. The university librarians offer free tutorials on using the in-library services and on-line search tools; understanding how to navigate these tools is vital for ensuring timely, thorough, and proficient completion of the assignments for this course.

Some library tools that may be of particular relevance to this course:
Under the main library website, check out the following:
http://www.libraries.rutgers.edu.proxy.libraries.rutgers.edu/rul/index.shtml

a. The Electronic Reference Sources under the Reference link. You can find on-line links for the APA Style Manual, assistance with grammar and writing, and many other useful connections under (see Style Manuals).

b. Subject Research Guides under the Research Resources link. The Social Work category contains links to Government Resources (state and federal websites relevant to policy research) and numerous other resource sites and reference collections.

c. RefWorks, a web-based bibliography and citation manager.

VIII. Course Evaluation

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester; all answers are confidential and anonymous. An additional mid semester evaluation may be distributed.

You are also encouraged to provide me with feedback on the course content and format during each class session, as well as during my office hours: Are the material and concepts presented in a clear manner? Is adequate time being given to individual topics? Are different learning styles being accommodated?

IX. Academic Integrity Policy

All work submitted must be your own. It is unethical and a violation of the University’s Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. It is important that you refer to the APA Style Manual for the correct procedures in citing material.

Effective September 2, 2008, a revised Policy on Academic Integrity will go into effect. The new policy is posted at http://academicintegrity.rutgers.edu/integrity.shtml<file://localhost/owa/redir.aspx>
Please Note: Violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by first-year undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Judicial Affairs. The AIF that you should contact is Antoinette Y. Farmer, 732.932.2621. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade, shall be assigned until the case is resolved.

Definition of Plagiarism
Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or part in one’s own words. To acknowledge a paraphrase properly, one might state: to paraphrase Plato’s comment...and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not to be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some case, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

X. Disability Accommodation

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; doffice@rci.rutgers.edu; 732-932-2847. Students must have a letter of accommodation from the Office of Disability Services in order to receive accommodations. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

XI. Inclement Weather Policy

In the event of inclement weather, students should call the University to see if classes have been cancelled. If the University is operating, the instructor will attend class. Students should contact the instructor if weather or driving conditions make it impossible for them to get to class so that accommodations can be made as necessary.
XII. Audio & Video Taping Policy

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

XIII. Course Content and Reading Assignments

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<thead>
<tr>
<th>Session One:</th>
<th>September 19, 2008 - Morning</th>
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<tbody>
<tr>
<td>Topics:</td>
<td>Course Overview; Understanding Public Policy &amp; Relationship to Social Work; Role of State &amp; Federal Governments</td>
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<tr>
<th>Session Two:</th>
<th>September 19, 2008 - Afternoon</th>
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<tr>
<td>Topic:</td>
<td>Policy Analysis Frameworks / Policy Making and Agendas</td>
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### Session Three: September 20, 2008 - Morning

**Topic:** History of VAW Movement & Policy Evolution

**Readings:**


**Session Four: Sept. 20, 2008 - Afternoon**

**Topic:** Current Federal & State Policies on VAW

**Readings:**


Violence Against Women Act (VAWA) of 2005.

**Relevant State & Federal websites:**
- Web site of New Jersey Legislature [www.njleg.state.nj.us](http://www.njleg.state.nj.us)
- Web site of the State Judiciary [www.judiciary.state.nj.us](http://www.judiciary.state.nj.us)
- U.S. Senate [http://www.senate.gov/](http://www.senate.gov/)

**Session Five: September 21, 2008 – Morning**

**Topic:** Implementation and Evaluation of Policies

**Readings:**


Session Six: September 21, 2008 – Afternoon

Topic: Social Change & Advocacy Skills
Readings:


Session Seven: Oct. 18, 2008 - Morning
### Session Eight: Oct. 18, 2008 - Afternoon

**Topic:** Current Federal & State Laws on Child Abuse

**Readings:**


**Session Nine:** October 19, 2008 – morning

**Topic:** International Views on VAWC; Child & Women Trafficking Policies
**Readings:**


**Session Ten:** October 19, 2008 - afternoon

**Topic:** Course Summary & Presentations
**Readings:** None Required