

**Rutgers, The State University of New Jersey
School of Social Work**

SPRING 2019

**SOCIAL WELFARE POLICY AND SERVICES II
COURSE NUMBER 09: 910:312**

Times and Locations:

Section :

Instructor:
Office:
Email:
Office hours:
Phone:

Catalogue Course Description

Process of social policy development and theoretic frameworks for the analysis of social policy. Emphasis on policies addressing problems of poverty, mental health, child welfare, and vulnerable groups such as the elderly, gays/lesbians, women, and persons of color.

Course Overview

The policy development process will be examined using an analytic framework that explores the relationship between problem definitions and the goals and objectives of policy alternatives, forms of benefits, eligibility criteria, service delivery, and financing. Legislative processes of public policy making will be reviewed, and methods of influencing the policy making process – particularly with regard to social work advocacy - will be explored. In illustration of these processes we will study the nature and dimensions of poverty in America and the development and implementation of anti-poverty policy.

Place of Course in the Program

The course is required of undergraduate social work majors who have successfully completed Social Welfare Policy and Services I (910:311).

Program Level Learning Goals and the Council on Social Work Education's Social Work Competencies

The BASW Program at Rutgers, The State University of New Jersey is accredited by the Council on Social Work Education (CSWE). CSWE uses the 2015 Education Policy and Accreditation Standards (EPAS) for accreditation of baccalaureate social programs. These accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers University School of Social Work has integrated the nine CSWE competencies, which are in the 2015 EPAS, within its curriculum.

These competences serve as program level learning goals for the BASW Program and include the following. Upon completion of their BASW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individuals, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Assessment of Competencies/Program Level Learning Goals: Because this course focuses on providing you with the knowledge, skills, and values for you to advance human rights and social, economic, and environmental Justice, it has been selected be to part of the School of Social Work overall assessment program of the social work competencies/program level learning goals. This means that one of the course assignments, the Mini Policy Analysis Assignment, has been designed to assess your attainment of these competencies.

Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses ethical and professional behavior, diversity and difference in practice, as well as human rights and social, economic and environmental justice through the

study of the history of social work and social services in the United States and the evolution of the social work profession.

Upon completion of this course, students will be able to:

- Identify varying approaches to social problem definition and analysis
- Understand the Social Construction of Social Problems and the use of power in determining what does and does not become recognized as a social problem.
- Understand what political mobilization entails and how groups determine agenda setting strategies.
- Understand the agenda setting process in terms of both the “landscape” of legislative and organizational policy processes as well as the activities of “agenda setters.”
- Understand the process of government policy making, including the role of the various branches and levels of government, and the significance of the budgetary process
- Understand the various connections between the social construction of social problems, political mobilization, and the agenda setting process.

School of Social Work Mission Statement and School Wide Learning Goals

The mission of the Rutgers School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

Required Texts and Readings

Required Text:

Jansson, B.S. (2014). Becoming an Effective Policy Advocate (7th or 8th ed). Belmont, CA: Thomson Brooks/Cole Publishing Company. This is available at the RU bookstores and through other online sites (such as amazon.com)

Additional Required Readings and Ereserves:

All articles are available on the course CANVAS web site as well as electronic reserve. In a few instances, a reading will be available through a weblink. To access the electronic reserves, visit the libraries website at www.libraries.rutgers.edu. Articles on electronic reserve are listed under the name of Associate Teaching Professor Eric Lock, SWPS II undergraduate lead instructor.

Students are expected to attend class and to complete readings on a timely basis so that they can participate effectively in class discussions. **All readings are required except for the “additional recommended readings” which are suggested.**

Accessing the *New York Times*:

The *New York Times* (<http://www.nytimes.com>) provides free digital access to a limited number of articles per month. Students can subscribe to the digital *New York Times* at a reduced educational rate at: <http://www.nytimes.com/subscriptions/edu/lp1474.html?campaignId=3KLL9>

Students can also access the *New York Times* through the RU library system.

To do so:

1. Connect to the Factiva database: <http://www.libraries.rutgers.edu/indexes/factiva>
2. On the Factiva landing page, hover your cursor over the NewsPages link in the top, black navigation bar, and then select Factiva Pages.
3. You should then be on the newstand page; on the right will be the Wall StreetJournal, scroll down, the next paper listed will be the *NYTimes*
4. The pulldown menus allow you to go back two weeks, and the pulldown menu on the right allows the user to select a section, e.g., "national desk," etc.

Course Policies and Requirements

Students are expected to attend class and to complete readings on a timely basis so that they can participate effectively in class discussions. **All readings are required except for the “additional recommended readings” which are suggested.** In addition, students are expected to take leadership roles in class discussion or exercises. Three missed classes and/or excessive lateness will result in a grade reduction and could result in course failure.

CANVAS Website

All non-textbook readings, lecture slideshows, handouts and assignment-related materials will be accessible via a CANVAS website, specifically designed for each section of this course.

Turn It In *Turn it in* is an anti-plagiarism software program that helps faculty and students detect instances of plagiarism. When students submit their papers to their ecompanion dropbox, *turn it in* will automatically review them. Students are highly encouraged to submit their papers for turn it in review before submitting them to the instructor for a grade. *Turn it in* can assist students in identifying unintentional incidents of plagiarism and assist students in strengthening their writing skills. For more information please see <https://onlinelearning.rutgers.edu/turnitin>

Email

Please note that all students in this course are required to have a Rutgers University email address. Emails will not be sent to other addresses. Course notices, including information related to the weekly discussion topics, weekly lecture outlines, and revisions in due dates and assignments, will

be sent to these addresses. If you do not have a Rutgers email address or are not receiving emails for this course, please contact the RU HelpDesk at 732-445-HELP (4357).

When contacting the instructor by email, you must identify yourself fully by name, class title and section number in the subject header of your email. I will check my email daily. I will respond to course related questions within 24–48 hours.

Additional materials may be distributed in class. Students not attending a class in which materials are distributed are responsible to obtain the materials from the instructor or from fellow students.

In Class Technology Policy

Students are permitted to use laptops/tablets in the classroom for note taking or any course related assignments. Students are not permitted to use laptops/tablets for internet surfing, email, working on material for other classes, video watching, social media, or any other activity not related to the course. Students are similarly expected to turn off their phones during class and place them outside of view. If there is an emergency situation in which your phone must remain on during class, please notify the professor to obtain permission. If a student is found to be in violation of this policy, they will no longer be allowed to bring a laptop into the classroom and they will lose a full letter grade on their final course grade.

Assignments and Grading

All assignments are due **at the beginning** of the class on the due date. Late assignments **WILL NOT** be accepted. The group project comprises 30% of the class grade (20% memo; 10% presentation). The final paper comprises 40% of the class grade (10% outline, 30% paper). The mini policy assignment comprises 10% of the grade and the NYT presentation is also worth 10%. Class attendance and participation informed by the readings are expected, and comprise 10% of the course grade. Missing more than three classes (excused or unexcused) will result in a significant grade reduction and/or course failure. Frequent lateness may also result in a grade reduction. See the end of the syllabus for detailed assignment and grading requirements.

Please note that the designation of letter grades for BASW courses are as follows:

A	90-100 %	D	60-69 %
B+	85-89 %	F	Below 70 %
B	80-84 %		
C+	75-79 %		*Scores to be rounded up at .5
C	70-74 %		

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, and all answers are confidential and anonymous. In addition, the instructor will ask students to participate in an anonymous mid-point course evaluation and will elicit student feedback regarding the course content and

instructional methods throughout the semester. If students are having difficulties with the course or have constructive suggestions, it is highly recommended that they inform the instructor.

Policy on Academic Integrity

All work submitted in an undergraduate course must be your own.

It is unethical and a violation of the University's Academic 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. Use the APA citation style, which is described in the Publication manual of the American Psychological Association, 6th edition.

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 footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in 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 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 cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows: ***“Plagiarism:*** Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution.”

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by 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 Conduct. The AIF that you should contact is **Laura Curran, at lacurran@ssw.rutgers.edu**. 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. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination.***

Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Outline

INTRODUCTION & OVERVIEW of the POLICY PROCESS

CLASS 1: Overview of Course: Policy and Social Allocation (1/23-24)

Blumer, H. (1972). Social problems as collective behavior. *Social Problems*, 18(3):298-306.

Jansson, Chapter 1, "Joining a Tradition of Social Reform"

SECTION I. EXAMINING THE POLICY MAKING PROCESS

CLASS 2: Analyzing Problems: Objective and Social Constructivist Approaches (1/30-31)

Stone, D. (1989). Causal stories and the formation of policy agendas. *Political Science Quarterly*, 104(2).

Spector, Malcolm & John I. Kitsuse, 2001. "Social Problems as Claims-Making Activities" (Ch. 5) in *Constructing social problems*, Menlo Park, CA: Cummings Pub. Co.

Jansson, Chapter. 7, "Analyzing Problems in the First Step of Policy Analysis" (read pgs. 220-235)

Group Assignments (for group discussions and exercises as well as LOBBYING PROJECT)
Suggested: think about and research a social problem or policy topic for your final paper

CLASS 3: The Social Construction of Social Problems, Power & Quiescence (2/6-7)

Lukes, S. (1974). Chs. 1-4 in *Power: A Radical View*, London: MacMillan Press, Ltd.

Gaventa, J. (1982). "The case of the central Appalachian Valley" (Ch. 2). *Power and Powerlessness*, Chicago: University of Illinois Press.

Suggested: Search www.opencongress.org for federal legislation concerning your social problem of interest (for your final paper). *Please bring relevant materials to class.*

CLASS 4: Agenda Setting Pt. 1: Social and Political Mobilization (2/13-14)

Jenness V. (1995), "Social Movement Growth, Domain Expansion, and Framing Processes: The Gay/Lesbian Movement and Violence Against Gays and Lesbians as a Social Problem," *Social Problems*, 42(1), pp. 145-170.

Jansson, Chapter 4, "Understanding the Ecology of Policy in Governmental, Electoral, Community, and Agency Settings"

CLASS 5: Agenda Setting Pt. 2: The Agenda Setting Landscape (legislative, public bureaucracy and non-profit agenda setting arenas) (2/19-20)

ASSIGNMENT 1 DUE (in class)

Also: ASSIGNMENT 2 KICKOFF:

*Social Work Librarian **Karen Hartman** will visit to walk students through using various library and on-line resources that you will likely use in your Group Lobbying Assignment (Assignment 2).*

Jansson, Chapter 4, “Understanding the Ecology of Policy in Governmental, Electoral, Community, and Agency Settings” (if we don’t get to this in Week 4)

Derthick, Martha. 2000. “Ways of Achieving Federal Objectives” Ch. 4 in Lawrence O’Toole, Ed. *Intergovernmental Relations*, Washington DC: CQ Press.

Grodzins, Morten. 2000. “The Federal System” Ch. 2 in Lawrence O’Toole, Ed. *Intergovernmental Relations*, Washington DC: CQ Press.

McKeever, B. & Pettijohn, S. The Nonprofit sector in brief 2014: Public charities, giving and volunteering. The Urban Institute. Available at: <http://www.urban.org/publications/413277.html>

CLASS 6: Agenda Setting Pt. 3: Kingdon

(2/26-27)

Jansson, Chapter 6, “Committing to an Issue and Building Agendas” (focus on pg. 174-194).

Kingdon, J. (1995). Ch. 9 “Coupling and Windows” and Ch. 8: “The Policy Window and Joining the Streams,” in *Agendas, Alternatives and Public Policies*. New York: Harper Collins.

[Videorecording] Michael Kirk & Jim Gilmore (producer) and Michael Kirk (writer), 2010. “Obama’s Deal” [television series episode]. In Kirk, M. (director), *Frontline*, Boston: WGBH.

SECTION II: POLICY ADVOCACY IN PRACTICE

Learning Objectives for this Section:

- Understanding what is a policy proposal generally, the function proposals play in the policy making process and the components of good policy proposal memos.
- Gaining experience and insight into describing and critically analyzing policy proposals according to a formal framework for critical analysis.
- Understanding the legislative lobbying process.
- Understanding other forms of social work advocacy and distinguishing different forms of advocacy from one another.
- Gaining experience in preparing and presenting a formal policy advocacy action.

CLASS 7: Developing Policy Proposals

(3/6-7)

Jansson, Chpt 8, “Developing Policy Proposals in the Second, Third, and Fourth Steps of Policy Analysis”

Gilbert, N. & Terrell, P. (2012). 8th Edition. A framework for social welfare policy analysis, Chpt 3. In *Dimensions of social welfare policy*. Boston, MA: Allyn & Bacon.

Supplemental Reading

Gilbert, N. & Terrell, P. (2012). 8th Edition. The Mode of Finance, Source of Funds, Chpt 7 in *Dimensions of social welfare policy*. Boston, MA: Allyn & Bacon.

GROUP CHECK-INS: Groups will meet during class to discuss their lobbying assignment, assign tasks and consult with Instructor about their projects.

CLASS 8: Lobbying and Legislative Strategy

3/13-14

Jansson, Chpt 9, “Presenting and defending Policy Proposals” (pp. 274-297; also see Chapter 11, figure 11.7, example of a policy brief)

Jansson, Ch. 11, “Developing Political Strategy and Putting it into Action”

Supplemental Reading

Hacker, J. & Pierson, P. (2010). *Winner take all politics: How Washington made the rich richer and turned its back on the middle class*. NY, NY: Simon & Schuster Paperbacks.

Selected Chapters: Introduction, Chpt 9, and Conclusion.

SPRING BREAK

(3/20-21)

CLASS 9: Group Presentations

(3/27-28)

(Assignment 2 Memo and Presentation Due)

Groups will have approximately 15-20 mins to present their policy proposal to the class. See Assignment 2 instructions for more details on the presentations.

NASW-PACE Tip Sheet. Available at

<http://www.naswdc.org/advocacy/images/grmaterials/default.asp>

SECTION III: POLICY IMPLEMENTATION

Learning Objectives for this Section:

- Recognizing the policy implementation process as a separate and distinct part of the overall policy making process.
- Distinguishing the legislative and implementation phases of policy making from one another – and recognizing social work’s close proximity to the latter phase.
- Understanding the definition of Human Service Organizations
- Understanding and utilizing formal tools for the critical analysis and assessment of human service organizations’ form, function and performance.

CLASS 10: The Policy Implementation Process (The Conventional “Top-Down” Model)

(4/3-4)

Jansson, Chpt. 13, “Troubleshooting the Implementation of Policies”

M. Meyers, B. Glaser and K. MacDonald (1998). On the front lines of welfare delivery: Are workers implementing policy reforms? *Journal of Policy Analysis and Management*, 17(1):1-22.

Sabatier, P., & Mazmanian, D. (1979). The conditions of effective implementation: A guide to accomplishing policy objectives. *Policy Analysis*, 5(4), 481-502.

CLASS 11: The Policy Implementation Process (The Alternative “Bottom-Up” Model) (4/10-11)

Due: Final Paper Outline

Elmore, R. F. (1979-80). Backward mapping: Implementation research and policy decisions. *Political Science Quarterly*, 94(4).

Rein, M. (1983). Ch. 7: “Implementation: A theoretical perspective,” in *From Policy to Practice*, New York: M.E. Sharpe, Inc.

Masters, N. Taryn, P. Lindhorst & Meyers, M. (2014) Jezebel at the Welfare Office: How Racialized Stereotypes of Poor Women’s Reproductive Decisions and Relationships Shape Policy Implementation, *Journal of Poverty*, 18:2, 109-129, DOI: 10.1080/10875549.2013.833159

Supplemental Readings:

Karch, A. (2007) *Democratic Laboratories: Policy diffusion among the American states*. “Introduction: the politics of policy diffusion.” Ann Arbor, MI: University of Michigan Press.

CLASS 12: The Task and Institutional Environments of Human Service Organizations (4/17-18)

Hasenfeld, Y. (1983), Ch. 3: Organization-environment relations. In *Human Service Organizations*, Englewood Cliffs, NJ: Prentice Hall.

Skocpol T. (1992). *Protecting soldiers and mothers: The political origins of social policy in the United States*. Harvard University Press: Cambridge, Mass. Introduction (pp. 1-40).

Brady et, a. (2015). Utilizing digital advocacy in community organizing: lessons learned from organizing in virtual spaces to promote worker rights and economic justice. *Journal of Community Practice*, 23(2), 255-273. doi:10.1080/10705422.2015.1027803

CLASS 13: Human Service Organizations, a closer look. (4/24-25)

Hasenfeld, Y. (1992). Ch. 1: The nature of human service organizations. In Hasenfeld, Y. (Ed.), *Human Services as Complex Organizations*, Newbury Park, CA: Sage Publications.

Hasenfeld, Y. (1983), Chs. 4 & 5: “Organizational Goals,” & “Organizational Technology,” in *Human Service Organizations*, Englewood Cliffs, NJ: Prentice Hall.

Class 14: Review and Wrap Up and Final Paper Consultation (4/30 - 5/1)

Finishing up Human Service Organization Lecture and Wrap up of the course

Final Paper Due:

For Tuesday Class: Tuesday, May 7 at 11:59pm

For Wednesday Class: Wednesday, May 8 at 11:59pm.

XIII: Assignments

Assignment Grade Breakdown

- | | |
|--|-----|
| 1. Group Discussion Leadership | 10% |
| 2. Assignment 1: Social Problem Analysis | 20% |
| 3. Group Advocacy Project | 30% |
| 4. Policy Analysis Paper | 30% |
| 5. Attendance and Participation | 10% |

Small Group Discussion Leadership

1-2 page memo; brief lesson plan. 10% of overall grade.

Students will form into groups of 4 or 5 students by week 2. These groups will function both as discussion groups as well as for the Group Advocacy Project (below). For discussions, each student will be expected to lead Group Discussion on one of the five weeks designated. Those weeks are: 3, 4 or 6 (instructor will choose), 7, 12 & 13. Group leaders will be expected to plan their group's activity (some weeks those activities will be specific exercises; other weeks they will be formed around questions of the week), and write a short 1-2 page single spaced memo on the topic of the week.

Assignment 1: Social Problems Assignment

4 pages, double-spaced. Due: Week 5 in class. 20% of total grade

Students may choose one of three options for this assignment (detailed instructions for each options will be provided via course website):

- A. Issue Framing Analysis
- B. Claims Making Analysis
- C. Power Analysis

Assignment 2: Group Lobbying Assignment:

Due: Week 9 in class. 30% of total grade (20% memo; 10% presentation)

Students will be assigned to groups to complete a group lobbying assignment. Groups will choose a topic of interest and prepare a brief policy memo and an oral presentation. Groups will also meet with their federal representatives and/or their aides. Groups will receive a grade for the presentation and memo. All group members will receive the same letter grade.

Additional Instructions on this assignment will be available on course website--

Assignment 3: Policy Analysis Paper

12-14 pages, double-spaced;
(Outline Due: Week 12)

Due: Week 15 (May 7&8)

30% of grade

The final assignment for this course is a policy paper that analyzes a specific social problem, the historical emergence of the social problem, the history of policy interventions designed to address the problem, and contemporary proposals, ideologies, and debates that surround a contemporary FEDERAL social welfare policy in your chosen topic/arena.