**Rutgers, The State University of New Jersey**

**School of Social Work**

**SPRING 2024**

# Social Welfare Policy and Services II

**Course number 09:910:312**

**Times and Locations:**

**Instructor**:

**Office**:

**Email**:

**Office hours:**

**Phone**:

## I. Catalogue Course Description

This course is designed to introduce students to the three phases of the social policy making process: a) problem identification; b) policy design and development; and c) policy implementation. A special emphasis is placed on increasing students’ ability to critically examine each of these phases from a liberatory consciousness-informed social justice perspective. From a skills perspective, this course seeks to train students to be effective advocates for racial and social justice by increasing students' ability to recognize and analyze various forms of institutionalized marginalization and/or oppression in the design and implementation of social policy and helping them develop effective strategies of change.

## II. Course Overview

##### The policy development process will be examined with an emphasis on exploring the relationship between how social problems are constructed and how social welfare policies are designed and implemented. We begin by examining the processes through which social problems come to be identified, given salient meaning, and prioritized in the public’s consciousness. We then turn to the legislative process, and examine how the social, economic and political power of various groups interact with the institutional structures of America’s political and policy process to inform what solutions are and are not considered with regard to various identified problems. Finally, we will review the policy implementation process, tracing how policies are translated and transformed from abstract legislative and bureaucratic language to concrete forms of organizational practice. As we review each of these phases of the policy process, we will employ the tools of critical and anti-racist analysis in order to gain deeper insights on how institutionalized forms of exclusion, marginalization and exploitation are established, grown and maintained—as well as how they might be dismantled through the efforts of smart, savvy and committed agents of social justice.

## III. Place of Course in the Curriculum

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

## IV. School-Wide Learning Goals

To prepare students for practice and leadership roles in the fields of social work

and social welfare. This goal is operationalized using three of the ten Council on

Social Work Education (CSWE) prescribed competencies. These competencies are as

Follows:

1. Identify as a professional social worker and conduct oneself accordingly;

2. Apply knowledge of human behavior and the social environment; and

3. Apply critical thinking to inform and communicate professional judgment.

## V. The Council on Social Work Education Core Competencies and Course Specific Learning Objectives

The BASW Program at Rutgers is accredited by the Council on Social Work Education (CSWE).

CSWE uses the Education Policy and Accreditation Standards (EPAS) to accredit and reaffirm baccalaureate and master-level social programs in the United States. These accreditation standards can be reviewed at cswe.org or by accessing the link on the Rutgers School of Social Work homepage.

The Rutgers School of Social Work has integrated the competencies and their associated practice behaviors within its curriculum. This course will assist students in developing the following core competencies: *Competency #3 Advance Human Rights and Social, Economic, and Environmental Justice and Competency #5 Engage in Policy Practice.*

Course specific learning objectives include:

1. To understand how social problems are defined, and the role that values and social, economic and political power play in that process;
2. To understand the political, social, economic, and organizational factors that influence policy formulation and implementation;
3. To apply conceptual frameworks and empirical research in the analysis of social policy;
4. To understand the effects of problem construction, policy design and policy implementation and administration on individual and social well-being, and particularly how those effects vary between various socio-economic, demographic and identity-based populations;
5. To examine the interlocking and interactive relationships between the elements of the social policy hierarchy: social welfare policy, public and private / non-profit social welfare organizations and social work practitioners;
6. To learn about the role of social workers as advocates for social justice in the legislative, bureaucratic, organizational and community arenas;
7. To consider the role of social work values and ethics in policy making and the various realms of social justice advocacy.

## VI. Required Texts and Readings

### Required Text

Jansson, B.S. (2018). Becoming an Effective Policy Advocate (either 8th or 9th ed is fine). Belmont, CA: Thomson Brooks/Cole Publishing Company. This is available at the RU bookstores and through other online sites (such as amazon.com). Note: we do not use the computer software associated w new editions; therefore, it is entirely legitimate to buy a used copy of the textbook.

### 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](http://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.

## VII. 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.

## VIII. Assignments and Grading

### Assignment Grade Breakdown

1. Discussion Boards 15%
2. Assignment 1: Social Problem Analysis 20%
3. Assignment 2: Group Advocacy Project 25%
4. Final Exam (weeks 10-14) 30%
5. Attendance and Participation 10%

**Discussion Board Submissions:** Due *midnight before class session*

About ½ page, around 100 words **(**15% of overall grade).

For most weeks, I will post a few questions of the week in the module area of the course web page. These questions will ask you to comment on some main points in the readings that I want to emphasize. Students will be expected to submit comments on at least ONE of the questions of the week for: Weeks 2, 3, 4, 5, 7, 8, 11 & 13. Discussion posts will be due by midnight the night before class.

**Assignment 1: Social Problems Assignment** Due: *Sunday Feb. 21 midnight*

About 5 pages, double-spaced. 15% of total grade

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

1. Issue Framing Analysis
2. Claims Making Analysis
3. Power Analysis

**Assignment 2: Group Lobbying Assignment:** Due**:** Week 10 (*upload midnight before class*)

25% of total grade **(**15% 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.

*Detailed Instructions on this assignment will be available on course website***--**

**Final Exam**

*A study guide will be available a week before the exam*

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

A        90-100 %

B+      85-89 %

B        80-84 %

C+      75-79 %

C        70-74 %

D        60-69 %

F        Below 70 %

\*Scores to be rounded up at .5

## IX. Academic Resources

### Library Research Assistance

**Julia Maxwell** is the social work librarian on the New Brunswick Campus jam1148@libraries.rutgers.edu p. 848-932-6124

**Natalie Borisovets** is at Newark, Dana Library

**Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830

They are all available to meet with students.

### Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong

writing skills. Several resources are available to help students strengthen their professional

and academic writing skills. Writing assistance is available to all MSW students as described

below.

**All MSW SSW students** (New Brunswick, Camden, Newark, Intensive Weekend, online and

blended) are eligible to access writing assistance at the New Brunswick Learning Center.

Online tutoring may also be available.

<https://rlc.rutgers.edu/student-services/writing-tutoring>

#### Newark Campus

The Newark writing center is available for MSW students on the Newark campus by

appointment.

<http://www.ncas.rutgers.edu/writingcenter>

### Additional Online Resources

#### APA Style

Purdue OWL <https://owl.english.purdue.edu/owl/resource/560/01/>

APA Style Guide <http://www.apastyle.org/learn/faqs/index.aspx>

Purdue OWL Mechanics, grammar, organization

<https://owl.english.purdue.edu/owl/section/1/>

#### Email Etiquette for Students

<https://owl.english.purdue.edu/owl/resource/694/01/>

## X. 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.

## XI. Academic Integrity

As per Rutgers University Academic Integrity Policy, “Students are responsible for

understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](https://global.rutgers.edu/academic-integrity-rutgers) in its entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“**Plagiarism**: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing 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, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

“**Cheating**: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved**;** Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one’s own work a term paper or other assignment prepared, in whole or in part, by someone else.”

**Use of artificial intelligence (AI)** such as ChatGPT is only permitted to help you brainstorm ideas and see examples, unless otherwise directed by your instructor. All material submitted in the course must be your own as per the Academic Integrity policy.

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW’s Academic Integrity Facilitator (Patricia Findley at pfindley@ssw.rutgers.edu). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of 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, see [RU Academic Integrity Policy](https://global.rutgers.edu/academic-integrity-rutgers) and [Procedures for Adjudicating Academic Integrity Violations](https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2021/06/Procedures-for-Adjudicating-Alleged-Academic-Integrity-Violations.pdf)

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/assignment.***

## XII. 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’ 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/getting-registered>

## XIII. Other Resources

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 848.932.1181, http://vpva.rutgers.edu. Services are free and confidential and available 24 hrs/day, 7 days a week.

**Active Shooter Resources:** Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-**http://rupd.rutgers.edu/shooter.php**.

## XIV. Course Outline

##### INTRODUCTION: Thinking Critically About Social Problems and the Public Policy Making Process

**CLASS 1: Overview of Course: Thinking critically about social problems, the policy making process and policy implementation**

The first two weeks of this course focus on establishing the conceptual framework of this course. In this week’s main lecture, we will discuss the layout of the course, emphasizing its three major components: 1) The processes by which social problems get recognized and defined for the public; 2) the processes by which solutions to social problems are formulated and formalized into law; and 3) the processes through which policy solutions (laws) are then transformed into organizational action and individual social work practice

Beyond that, we will discuss the *analytic lens* through which we will examine these processes. We will return to a conversation we touched on in SWPS I: how to “think structurally” about social problems. This term we will employ that same “structural lens” to think about the processes through which we come to know about social problems and attempt to solve them. When we do this, we are doing a form of “institutional analysis.” We’ll also spend a little time talking about the peculiar political moment we find ourselves in today: where we find ourselves not debating how our democracy should deal with various compelling social problems, but rather whether or not we’re going to have a democracy at all. These are strange times…

And if any of the above seems to you to be dull, rote or irrelevant to social work, pay close attention: because none of it is.

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**Mandatory Readings:**

Sandra Hinson and Alexa Bradley (2019). *A Structural Analysis of Oppression (found on web at Grassroots Policy Project*[*https://grassrootspolicy.org/featured-papers/*](https://grassrootspolicy.org/featured-papers/)

Illing, Sean 2017. “20 of America's top political scientists gathered to discuss our democracy. They're scared.” Vox Magazine, Vox Media Group: Washington, D.C. <https://www.vox.com/2017/10/13/16431502/america-democracy-decline-liberalism>

Gelman, Barton 2022. “January 6th Was Just Practice” *The Atlantic Monthly,* January/February Edition. <https://www.theatlantic.com/magazine/archive/2022/01/january-6-insurrection-trump-coup-2024-election/620843/>

***Suggested Further Reading***

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

**CLASS 2:** **Thinking critically about marginalization and racism in the American Policy Making System**

This week we continue our introductory “conceptual pre-requisites” discussion, extending the conversation about how social problems and social policies are formulated to incorporate some ideas about all of that from Critical Race Theory. That is to say, we will consider the idea that the way we talk about social problems, and the way we consider various policy alternatives to dealing with those problems is often done in a way that marginalizes the perspectives, voices and concerns of a variety of communities that traditionally have been outside of the conventional centers of power and decision making in the United States. In other words, we will be confronting a classic question that any good student of politics always is asking: whose voices and interests are organized INTO the policy making process and whose voices and interests are organized OUT of the policy making process—and how does this funny thing happen?

*Mandatory* ***Readings:***

Ian Haney-Lopez (2014) "Strategic Racism" Ch.2 in *Dog Whistle Politics*

Bonilla-Silva, Eduardo 2014. “The New Racism: The U.S. Racial Structure since 1960*”* Chapter 2 in *Racism without Racists: Color-blind Racism and the Persistence of Racial Inequality in America.* New York: Rowman & Littlefield Publishers, Inc.

Podcast Interview and Short Reading:

Isabel Wilkerson and Terry Gross, 2020. NPR’s Fresh Air (Aug. 8) “It's More Than Racism: Isabel Wilkerson Explains America's 'Caste' System.” (*Follow link below to read show introduction and listen to the 35 minute conversation)*

<https://www.npr.org/programs/fresh-air/2020/08/08/899767610/fresh-air-for-aug-8-2020-americas-caste-system-the-freefall-of-local-journalism>

**Section I: The Social Construction of Social Problems, Power and Mobilization**

Having laid the conceptual foundation of the class in weeks 1 & 2, we are now ready to embark upon the “narrative arc” of the course. Remember: in week one, we laid out the full **life cycle of the policy making process**: it starts with a) the problem definition phase; then moves to b) the abstract sphere of the legislative (policy making) phase; and finally resolves in c) the implementation phase of the process. Weeks 3-5 cover the first stage (A): critically examining the process by which social problems come to be collectively *identified*, *legitimated*, and *defined* in such a way that it can be addressed through collective social action. These may seem like pretty straight-forward things. As we will see, there is nothing straight-forward about any of this. Finally, week 6 is sort of a bridge between the problem construction phase and the policy construction phase.

**Learning Objectives of this section:**

*By the end of this section of the class you will*

* Understand the concept of the Social Construction of Social Problems
* Understand what “issue framing” is and how to recognize how political actors shape and frame audiences’ understanding of social problems.
* Understand the significance of political, economic and social power in determining what does and does not become recognized as a social problem.
* Understand what political mobilization entails and in particular how groups who represent marginalized populations determine their agenda setting strategies.

**CLASS 3: The Social Construction of Social Problems**

You might be asking yourself: if we’re studying the *policy*-*making* process, why do we start by examining *social* *problems*? The reason is simple: policy is usually a response to an identified social problem.[[1]](#footnote-1) Because of this, the critically minded student of the policy making process will want to ask some

***Mandatory Readings***

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

***Pick one of the following two examples of how policy issues get politically constructed***

* Sommer, Udi; et al. 2020. The Politicization of Women’s Health and Wellbeing; *Basel* *Vol. 12, Iss. 9,* 3593.
* Chinn, Sedona, P., Sol Hart, Stuart Soroka, 2020. Politicization and Polarization in Climate Change News Content, 1985-2017. Science Communication,  Vol 42, Issue 5.

**Video Links:**

*Shaping Public Opinion* <https://thecrashcourse.com/video?id=NflULVECAFQ>

***Suggested Further Reading***

Sally Haslanger, 2012. Social Construction: Myth and Reality, chapter 6 (pgs. 183-220) in *Resisting Reality: Social Construction and Social Critique*. Oxford University Press.

Joel Best 1987. “Rhetoric in Claims-Making: Constructing the Missing Children Problem,” *Social Problems,* Vol. 34, No. 2 (Apr.,), pp. 101-121.

**CLASS 4: The Claims Making Process**

***Mandatory Readings***

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

Lindkilde, Lasse. 2013. “Claims Making” (2 pgs) in [*The Wiley‐Blackwell Encyclopedia of Social and Political Movements*](https://onlinelibrary.wiley.com/doi/book/10.1002/9780470674871)*.*

Oliver, Pamela. 2020. "Resisting Repression: The Black Lives Movement in Context." Pp. 63-88 in *Racialized Protest and the State: Resistance and Repression in a Divided America*, edited by Hank Johnston and Pamela Oliver. Oxford UK and New York NY: Routledge

**Video Links***:*

*What does social construction really mean?* <https://www.youtube.com/watch?v=-UpSoosy9ws>

*What is a Social Construction?* <https://www.youtube.com/watch?v=4BDDMByOxJU>

**Suggested Further Reading**

Darin Weinberg, 2014. “The Social Construction of Social Problems” Chapter 6 in *Contemporary Social Constructionism*. Philadelphia: Temple University Press

**CLASS 5: The Analysis of Power, Powerlessness & Quiescence**

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.

Video Link: TBA

**CLASS 6: Social and Political Mobilization**

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.

Spade, Dean. 2015. “What’s Wrong with Rights” Chapter 2 in *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law.* Duke University Press.

**Video Link:** How to put the power of the law in the people’s hands (Ted Talk by Vivek Maru)

<https://www.ted.com/talks/vivek_maru_how_to_put_the_power_of_law_in_people_s_hands?language=en>

**Recommended Video**: *The Hand that Feeds*

*The Hand that Feeds follows a group of undocumented NYC food service workers as they organize and mobilize, with the law working against them, for fair wages and necessary benefits.*

<https://www.imdb.com/title/tt2812712/>

***Suggested Further Reading***

Melanie Thernstrom, 1999. “The Crucifixion of Matthew Sheppard,” *Vanity Fair Magazine*. New York: Conde Nast Company. March, 1999.

***ASSIGNMENT 1 DUE***

**SECTION II: THE POLICY MAKING PROCESS AND ENGAGING IN POLICY ADVOCACY**

**Learning Objectives of this Section:**

*By the end of this section of the class, you will*

* Understand the agenda setting process in terms of both the “landscape” of the American legislative process, including the role of the various branches and levels of government in developing and implementing public policies.
* Understand the various connections between the social construction of social problems, political mobilization, and the agenda setting process.
* Understand the basics of the lobbying process, including how lobbying organizations seek to frame both the issues they are presenting as well as the policy proposals they are lobbying for and against.
* 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.
* Gaining experience in preparing and presenting a formal policy advocacy action.

**CLASS 7:** ***The Agenda Setting Landscape*: understanding America’s Federalist Legislative & Bureaucratic Structure** (and a peek at the role of the non-profit sector)

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

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

***Additional Resources:***

* **Infographic**: review the following infographic from Norwich University online. <https://online.norwich.edu/academic-programs/resources/intergovernmental-relationships-how-three-levels-government-work>:

***Video Link:*** PBS “Crash Course” video on Federalism. Crash Course Government and Politics #4: Federalism. <https://www.youtube.com/watch?v=J0gosGXSgsI>

***Supplemental*** ***Reading***

Anton, Thomas 1988. Ch. 1 “The Federalism Issue” in American Federalism and Public Policy: How the System Works. Philadelphia: Temple University 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 8:** **Agenda Setting Pt. 3: *Kingdon’s Agenda Setting Model***

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.

Figueroa, Chantel, et al. 2018. “A Window of Opportunity: Visions and Strategies for Behavioral Health Policy Innovation,” *Ethnicity and Disease*, 28, 2, 407-419. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6128330/>

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

***Suggested Further Reading***

Rawat, P. and Morris, J.C. (2016), Kingdon's “Streams” Model at Thirty: Still Relevant in the 21st Century?. Politics and Policy, 44: 608-638.

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.

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

***SPRING BREAK***

**CLASS 9: Lobbying and Legislative Strategy**

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

***Skim the following Guides giving advice on how to develop policy proposals***

* Young, Eóin & Lisa Quinn, 2017 *The Essential Guide to Writing Policy Briefs.* International Centre for Policy Advocacy, Berlin, Germany. Pages 9-21. *[Note: the entire pamphlet is excellent, with examples of good policy briefs after page 21, so be sure to check out the whole document]*
* Collins, Thomas 2005. “Health policy analysis: a simple tool for policy makers,” *Public Health* Vol. 119, 192–196

**Additional Resources:**

PBS: Crash Course on social policy basics[***https://thecrashcourse.com/topic/usgovernment/***](https://thecrashcourse.com/topic/usgovernment/)

**CLASS 10: Group Presentations**

(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.

**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 11: The Policy Implementation Process : Two Ways to Examine the Implementation Process**

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

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

***Supplemental Further Readings:***

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

**CLASS 12: The Policy Implementation Process.** How Implementation is a Social Justice Issue: The problem of Administrative Burdens

Moynihan, Donald, Pamela Herd, and Elizabeth Ribgy, 2016. “Policymaking by Other Means: Do States Use Administrative Barriers to Limit Access to Medicaid? *Administration and Society*, Vol. 48 (4) 497-520

Brodkin, Evelyn Z. and Malay Majmundar Administrative 2010. “Exclusion: Organizations and the Hidden Costs of Welfare Claiming,” *Journal of Public Administration Research and Theory*: J-PART , Vol. 20, No. pp. 827-845. Video: TBA

***Suggested Further Reading***

Moynihan, Donald, Pamela Herd & Hope Harvey. 2014. “Administrative Burden: Learning, Psychological, and Compliance Costs in Citizen-State Interactions” ,” *Journal of Public Administration Research and Theory*: J-PART , Vol. 25, 43-69.

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.

**CLASS 13: Examining Human Service Organizations from the Outside-In**

Hasenfeld, Y. (1992). Ch. 1: Chapter 1: The Ubiquity of Human Service Organizations. in *Human Service Organizations*, Englewood Cliffs, NJ: Prentice Hall

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

**CLASS 14: Examining Human Service Organizations from the Inside-Out**

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

Sue, Darald Wing (1995) “Multicultural Organizational Development: Implications for Professional Counselling,” in Ponterollo et al, *The Handbook of Multicultural Counseling.* Thousand Oaks, CA: Sage Publications.

**Final Essay Exam**

**Course Outline**

|  |  |  |
| --- | --- | --- |
| **Week**  | ***Theme*** | ***Work Due*** |
| ***Introduction: Thinking Critically About Social Problems & Social Policy*** |
| **1**1/19 | Thinking critically about social problems, the policy making process and policy implementation |  |
| **2**1/26 | Thinking critically about marginalization and racism in the American Policy Making System | ***Discussion Board*** 1 |
| **Section I: The Social Construction of Social Problems**  |
| **3**2/2 | The Social Construction of Social Problems: Issue Framing  | ***Discussion Board*** 2 |
| **4**2/9 | The Social Construction of Social Problems: Claims Making  | ***Discussion Board 3*** |
| **5**2/16 | The Analysis of Power, Powerlessness & Quiescence  |  |
| **6**2/23 | Social and Political Mobilization  | ***Assignment I*** Due:  |
| **SECTION II: THE POLICY MAKING PROCESS AND DOING POLICY ADVOCACY** |
| **7**3/2 | The Policy Making Landscape: America’s Federalist System  | ***Discussion Board 5***  |
| **8**3/9 | Analyzing the Legislative Process: The Agenda Setting Model  | ***Discussion Board*** ***6*** |
|  | ***SPRING BREAK*** |  |
| **9**3/23 | Developing Policy Proposals & Lobbying  |   |
| **10**3/30 | Group Presentation Week | ***Assignment II***: Due: |
| **Section III: Policy Implementation** |
| **11**4/6 | Policy Implementation Process: *The Conventional Model)* | ***Discussion Board*** ***7*** |
| **12**4/13 | Policy Implementation Process: *The Alternative Model)* | ***Discussion Board*** ***8*** |
| **13**4/20 | Examining Human Service Organizations from the Outside-In | ***Discussion Board*** ***9*** |
| **14**4/27 | Examining Human Service Organizations from the Inside-Out  | ***Discussion Board*** ***10*** |
|  | ***Final Exam*** | **Due**  |

1. By the way: we might note that this may indicate something dysfunctional about our system: we tend to think about collective / government action only in relation to problems, as opposed, say, to a strengths-based approach that might envision policy as an aspirational tool for pursuing positive goals. [↑](#footnote-ref-1)