



University Of Southern California

School of Social Work

SOWK 535

Social Welfare Policy

Spring 2009

Instructor: Gokul Mandayam, Ph.D

Course Time: Saturday, 1pm to 3.50pm

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Course Location: OCC Room 'F'

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Office hours: Saturday, 4pm to 5pm and/or
by appointment; Virtual office hours

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I. Course Description

The purpose of this course is to understand why and how social welfare policy is developed and implemented in the United States, the roles of social workers in all areas of practice in promoting social justice, and the inevitable integration of one's practice with the exercise of those roles.

Understanding social welfare policy is vital to the practice of social work because it fundamentally affects the lives of those who are served by the profession. Social welfare policy defines who gets what services, resources and opportunities and shapes service delivery systems.

For these reasons it is essential that social workers know about the issues and choices that are embedded in various responses to social problems, guided by an understanding of the ethical responsibilities as expressed in the NASW Code of Ethics, and by the analysis of processes that lead to the formulation and delivery of social welfare policies, to more effectively comprehend the ways in which we can be instrumental in shaping policy choices.

This course builds on the substantive understanding of policy development and critical thinking skills acquired in SOWK 534, but focuses attention on the analysis of selected current policy issues in key sectors of social welfare as well as in the processes and strategies of policy advocacy to redress various forms of social and economic injustice and empower less advantaged groups in our society.

SOWK 535 provides a foundation for second year, concentration specific, policy courses (SOWK 630's) in which students will apply policy analytic and policy advocacy skills to develop specific policy proposals in a particular service sector.

II. Course Objectives

The learning objectives for the course are:

1. To understand the general provisions of major social welfare policies in several key sectors as well as current pivotal issues that are central to the policy discourse in each sector.
2. To analyze various policy options for addressing social problems and the social, political and economic issues that are involved in decision making.
3. To learn to make, ethically based, reasoned arguments for policy proposals.
4. To acquire a detailed knowledge of how culturally sensitive social welfare policies are developed in response to social needs.
5. To learn the roles and skills that social workers use to influence the policy process at organizational, community and institutional levels.
6. To develop tools for monitoring and assessing the effectiveness of social welfare programs.

Specific Objectives for Spring 2009 Cohort:

In Spring 2009, the SOWK 535 course will focus on policy in terms of the failure of existing social systems to provide housing for families and children who are homeless. Their plight may be due to any of the various factors: insufficient income, mental illness, chemical dependencies, flight from domestic violence, bureaucratic rigidities, shuffling from correctional, foster care, or health institutions, bias against them due to race, national origin, sexual orientation, age, or other characteristics.

Students in this class shall analyze the distribution of resources and develop a proposed solution to this consuming social problem in Southern California. Students will provide evidence of the need, develop analyses of the problem(s), build agendas and policy proposals, organize community-based support, hone skills and put political strategy into action. Finally, students shall assess their progress.

The goal of the class is to advance understanding of the problem in a community through research, work with social service providers, community-based organizations, homeless parents and children, elected officials, and communication media, to identify and develop improved policy options, and build support for them.

III. Course Format

Course content will be covered through readings, individual and group exercises, lectures, and discussions. Handouts and readings will be provided in class where appropriate. Students are also encouraged to help each other whenever possible. **Active participation and full preparation by each student for each class is expected.** The instructor may also call on students to lead discussions based on the readings assigned for the week. Students are expected to prepare for each class session.

Instructor Role

The **instructor** will a) prepare and deliver course material; b) be available to students during office hours and by appointment for consultation; and c) provide timely and clear feedback on student performance.

Class Attendance

In order to meet course objectives, the instructor expects all students to attend each class session and arrive on time including return from breaks. Students are expected to **bring textbook(s) and other required readings to class.** The instructor expects students to complete all assignments in a timely manner; come to class prepared, having completed all readings; participate in class discussions; seek any necessary clarification regarding course expectations from the instructor; and provide the instructor with feedback about the effectiveness of the course. The instructor will conduct in-class exercises to evaluate learning in a class session. **Any problems with attendance, meeting deadlines, or completing assignments should be discussed promptly with the instructor.** E-mail is a useful way to contact the instructor or the student can call the instructor at his office. The instructor will allow for extreme family emergency such as death in the family. Health-related issues will need to be documented with a certificate from the doctor attesting to the student's ill health.

Class Participation

Class participation is viewed as a necessary part of student learning in a professional school where interaction offers dimensions of learning, not otherwise possible. Class participation refers to *meaningful* participation in both the classroom *process* and *content*. **It does not mean just showing up for class; this is a given.** In terms of **process**, students are expected to involve themselves in the class by contributing comments, questions, answers, and/or opinions as appropriate. To do this, they will necessarily need to come to class prepared, having read the material required for that day. Students are also expected to participate in any experiential exercises, such as role plays, etc., in class. In terms of **content**, students are expected to add to class knowledge through their readings and sharing of their own experiences. Students bring with them a richness of experiences from various backgrounds and orientations. Sharing these with other students adds to ways of looking at the world, expands consciousness, and often challenges long-held beliefs that stimulate critical thinking. When in class, students should demonstrate their understanding of the material and be prepared to offer comments or reflections about the material, or alternatively, have a set of thoughtful questions about the material. In this manner students become active participants in and share the responsibility for their own learning. Students are expected to adopt an engaged attitude toward use of computers and other resources during class.

Engagement is defined as connecting with, making notes on, and so forth, only in relation to the topic under discussion (**in short, no Internet based chatting and Web surfing activities pertaining to non-course content!**). As part of class participation, students may be called upon randomly in class to recapitulate and discuss course related concepts.

Video-Recording of Class Sessions

As the class sessions are being held in a studio classroom (OCC Room F), they may be video-taped for the benefit of students. The video taped class sessions will be made available online through the course blackboard for viewing by the students in order to reinforce course concepts. If a student is not comfortable being video-taped during a class session, he/she must inform the instructor in advance and the student will be seated in class accordingly.

Expectations for Written Work

All written assignments must be doubled-spaced, typed with a 12-point font and have 1-inch margins. Text citations and references list must be in correct APA (5th Ed.) format. All sentences must comprise of student's own words. Ideas, information, and concepts that originated with any other source must always be noted as such (based on APA format). **Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline.** Assignments should be carefully proofed for spelling and grammar. Students are encouraged to use the assistance and services of tutoring services.

Academic Honesty






Academic honesty during testing periods and in the composition of assigned papers is expected. If problems do arise for the student regarding any aspect of the course, he/she should talk with the instructor so that the problem(s) may be remedied. Violations of academic honesty in the preparation of papers (e.g., plagiarism) will result in notification to the Assistant Dean of Academic Affairs at the University of Southern California School of Social Work. Any hint of violation during the exam period will result in no grade for the exam/assignment.

IV. Course Assignments

Students will be expected to complete the reading assignments and use them as the basis for informed and active participation in class discussions throughout the semester. **The instructor will not provide feedback on drafts of assignment papers. Students are expected to meet with the instructor directly for any clarifications on assignments.**

Assignments are designed to enable students to integrate and apply class content. All written work will be assessed in light of clarity of presentation, organization and the ability to integrate and apply various concepts presented through readings, lectures, and class discussions. There will be two written assignments. The instructor expects students to submit an electronic copy of their mid-term assignment paper through the 'Turnitin' link on the electronic course blackboard. The maximum number of points for the course is **100** and grading will be based on the total number of points earned. Detailed assignment outlines will be posted on blackboard as well as discussed in class.

Course grades will be based upon:

 Mid-Term Assignment	30 points
 Experiential Dimension (including regular reports to class)	15 points
 Final In-class Presentation for Policy Makers	40 points
 Final Informal Paper (a short report including assessment of project)	10 points
 Class Participation	<u>5 points</u>
	100 points

Experiential Dimension

An Advocacy Experiential Dimension of at least fifteen hours of outside-of-class social welfare advocacy efforts serves as the core of this course. In honing their advocacy skills, students will work in small groups on an action project that will result in *systemic change* in order to improve the plight of low-income persons including those who are homeless, living in substandard conditions and/or overpaying for housing. Given the dire economic conditions faced at this time, the focus of this semester's efforts will be on State funding for programs that serve the target population.

Aggregating Student Input for Social Transformation (ASIST)

While studying how to become an effective policy advocate through the assigned readings, students will also get some hands-on experience, geared to illustrate and amplify the concepts presented in the literature. The school has developed the ASIST model (Aggregating Student Input for Social Transformation) specifically for SOWK 535 students at USC. In order to effectively engage in any campaign, one must first understand the nature and dimensions of the problem, analyze possible solutions, know who is doing what to contest or compound the problem, and select an appropriate course of action. Through ASIST, the school will take the students' findings to the community and seek changes in public policies to address the problem.

As an example of advocacy efforts, consider the actions of students from the Spring 2006 class who advocated at the state level for legislative approval for increased funding of the construction of permanent affordable housing. This legislation was passed, signed by the Governor and eventually put on the November 2006 ballot for electorate approval as Proposition 1C. During the Spring 2007 semester, students from all sections of the SOWK 535 course devoted their energies to campaign for the passage of a state senate bill (SB2) that Senator Gil Cedillo (D- Los Angeles) re-introduced. SB2 mandates that all jurisdictions in the state survey their homeless populations and develop a plan to provide housing and supportive services 'by right'. SB2 was passed by the legislature and signed into law by the Governor in October 2007.

In the Spring 2008 semester, students from the Orange County Campus joined an on-going community engagement campaign led by The Kennedy Commission, a coalition of Orange County organizations that supports increased housing opportunities for the county's lowest income residents. The campaign, known as 'Gaining Ground', encourages community participation in the state-mandated housing element planning process, including implementation of the recently passed SB2.

The Midterm Paper will contain a summary of the student's research in preparation for the planned advocacy efforts, an analysis of the strategies planned to get the proposed change accepted and an intervention plan. It is a group paper with one paper for each team.

Weekly in-class presentations will be organized as a way for students to learn best practices in communicating about their advocacy efforts.

The Final Paper will critically examine the student's advocacy actions. Students may work with other students on advocacy efforts, but each student's final papers must be submitted separately.

Details pertaining to the assignment outlines will be provided in class and on blackboard.

Within each class, teams of three to five students will be randomly selected by the instructor with each team representing a broad area of policy development, including: education, health and mental health, housing and homelessness, general welfare (income maintenance, employment, etc.) and infrastructure (transportation, energy, environment, etc.). Members within each of these teams will research, plan **and advocate** for changing policies to improve the lives of the vulnerable population as pertaining to the team focus. If possible, each team will concentrate on the specific geographic area pertaining to the community immersion experience. More details of the team structure will be provided in class.

While everyone will study the same assigned readings, there will be specialized experiential assignments for the various above mentioned teams. In each of the above mentioned teams, the student member has the option of serving on one (or more) of the following sub-groups:

Resource: Studying all of the resources (public and private, community-based and governmental through city, county, school district, or federal agencies) that serve homeless families and children in the designated area. Include schools, hospitals, public assistance and welfare agencies, as well as private and public social services. This sub-group will analyze and assess services currently being provided to homeless families and children (or those in imminent peril of homelessness) in the area, and ultimately propose needed modifications.

Advocacy: Studying and eventually working with community and city-wide groups that support (or that could be mobilized to support) policies aimed at providing permanent supportive housing (provided with social services) for homeless families and children in the designated area. This sub-group will be responsible for understanding and assessing institutions (and their networks) that will support efforts to provide permanent supportive housing for homeless families and children and building that advocacy among the existing groups as well as others (churches, trade unions, civic associations, neighborhood councils, etc.)

Person in Environment: Identify and work with a client who is either homeless or is in imminent peril of becoming homeless. This may include a family or child in a shelter, on the street, in temporary quarters, or currently paying a rent he or she is unable to sustain. This sub-group will analyze root causes for the peril faced by that family or child, the social and economic costs borne by them and by society, and how permanent supportive housing could alleviate their problems and save social and economic costs for them and for society.

Legislative: responsible for work with City Council, state legislative (Assembly and Senate), and U.S. Congressional offices on pending or helping to develop legislation or hearings on housing for homeless families and children.

Communications: Undertaking research in the mainstream media, recording and publicizing the work of the other four sub-groups and synthesizing the findings, preparing testimony for delivery (by them or by spokespersons for any of the other teams) to public officials in local, state, and federal legislative bodies, preparing a book or a video presentation in which the class's recommendations are heralded.

Class Participation Grade

Class participation is worth 5% of the student's grade. It can often make the difference between a lower or higher grade when the student is on the borderline between two grades. While participation entails the student showing up in class, it is not the sole criteria for determining participation grade points. Class participation grade points are also determined by:

1. *Completing all Reading Assignments.* The readings not only provide didactic information about the various concepts that are covered in the course, but also provide a basis for critical analysis and application of those concepts. **It is the student's responsibility to locate journal articles (as outlined in the readings) from the USC libraries. The instructor will provide copies of readings that are not available through the USC libraries.**

2. *Actively participating in Class and/or Blackboard-based Discussions and Activities.* If the student has completed the readings and the course related assignments, then he/she should be able to engage in thoughtful and informed discussion of the course material, as well as any related activities. Understandably, some students are more comfortable than others in speaking aloud in class; however, it is expected that each student make an effort during the semester to lend his/her voice to the class discussion. Students have the option of participating in discussions (relating to the course content only) virtually through the electronic course blackboard medium, which also counts towards class participation grade.

The student class participation evaluation will be based on the following criteria:

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

Non-Participant: This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved.

V. Course Grading

Course grades will be based on the following letter grades:

3.85 – 4.00	A
3.60 – 3.84	A-
3.25 – 3.59	B+
2.90 – 3.24	B
2.60 – 2.89	B-
2.25 – 2.59	C+
1.90 – 2.24	C

The above-mentioned letter grades correspond to the following points:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

Final grades for the course will be determined on the basis of points earned on each assignment and on class participation.

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

Grades of 'A' or 'A-' are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.

A grade of 'B+' will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being evaluated in the assignment.

A grade of 'B' will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

A grade of 'B-' will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

A grade of 'C' would reflect a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.

Grades between 'C-' and 'F' will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VI. Course Textbooks and Other Resources

Required Textbooks

Jansson, B. S. (2008). *Becoming an effective policy advocate: From policy practice to social justice* (5th Ed.). Belmont, CA: Thomson/Brooks-Cole.

This book provides guidance on what the class will be doing through the semester.

Handler, J. F. & Hasenfeld, Y. (2007). *Blame Welfare, Ignore Poverty and Inequality*. New York, NY: Cambridge University Press.

This book provides a model for analysis of a related public policy, its legislation and how it is shaped by (pro and con) advocacy groups, administered by a public resource, how it impacts those it purports to serve, and is influenced by the media.

(The two textbooks are available at the USC bookstore outlets at UPC and South Coast Plaza.)

Recommended Supplements

DiNitto, D. M. (2007). *Social welfare: Politics and public policy* (6th Ed.). Boston, MA: Pearson Education Inc/Allyn & Bacon.

Shultz, J. (2002). *The democracy owner's manual*. New Jersey, NJ: Rutgers University Press.

Other required readings are available through the Internet. Some may be acquired upon request, free of charge. Supplemental readings (to be distributed by the instructor) will be required but need not be purchased. They will amplify the texts, addressed to a complex issue, i.e., that of homelessness including its history, the demography of the homeless, their sources of income, employment, social and health care, food, where they settle, day and night, and their special needs. Students will discover programs that aid the homeless, and evaluate the feasibility and potential effectiveness of plans that are underway in the public, private non-profit, faith, and private-for-profit sectors, pending legislation and appropriations, and the groups that are supporting them. Students will learn what other communities have done/ are doing to deal with their homeless.

Recommended Guidebooks for APA Style Formatting

Szuchman, L. T., & Thomlison, B. (2008). *Writing with style* (3rd Ed.). Thousand Oaks, CA: Thomson/Brooks-Cole.

American Psychological Association (2001). *Publication manual of the American psychological association* (5th Ed.). Washington, DC: APA.

(These books are available at the OCC Social Work Library cart in Gina's office)

Recommended Websites

- ▶ National Associate of Social Workers: <http://www.naswdc.org>
- ▶ Influencing State Policy: <http://www.statepolicy.org/>
- ▶ National Coalition for the Homeless: <http://www.nationalhomeless.org/>
- ▶ USC Guide to Avoiding Plagiarism: http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm

Additional readings may be suggested at the discretion of the instructor.

VII. Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact students' ability to achieve course objectives which could affect their course grade. Students are expected to notify the instructor by telephone or email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus, pg. 86 and to the USC School of Social Work Student Handbook, pp. 12-14 for further details.

VIII. Academic Accommodations

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

IX. Emergency Response Information

To receive information, call main number (213)740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

University Park Campus

MRF	Lot B
SWC	Lot B
WPH	McCarthy Quad
VKC	McCarthy Quad

City Center

Front of the building (12th & Olive)

Orange County Campus

Faculty Parking Lot

Skirball Campus

Front of building

Do not re-enter the building until given the “all clear” by emergency personnel.

X. Complaints

If students have a complaint or concern about the course or the instructor, they need to discuss it first with the instructor. If the students feel they can’t discuss it with the instructor, they need to contact the chair of the policy sequence. If the students don’t receive a satisfactory response or solution, they may contact their advisor and/or the Associate Dean for Student Affairs for further guidance.

Course Overview

Session	Topics	Assignment
1	▶ Course Introductions and Homage to Martin Luther King Jr.	
2	▶ Overview of Policy Practice Framework What is Policy Practice and Why should Social Workers become Advocates?	Presidential Inauguration Week Point in Time Homeless Survey (1/24/09)
3	▶ The Political and Economic Climate: Diversity and Poverty in the Southern California Region	
4	▶ Understanding Government's Role and the Legislative Process	
5	▶ Policies to Prevent and Cure Poverty	
6	▶ Building Agendas	
7	▶ Analyzing Problems	
8	▶ Developing Policy Proposals	Mid-Term Paper (Hard Copy and Turnitin) Due!
9	▶ Participation of the Poor	NASW Lobby Days (3/8/09 – 3/9/09)
SPRING BREAK / NO CLASSES MARCH 16 – 21		
10	▶ Advocating for Change	In-Class Presentation
11	▶ Developing Political Strategy	In-Class Presentation
12	▶ Developing Advocacy Strategy	In-Class Presentation
13	▶ Community-based Organizing and Education	In-Class Presentation
14	▶ Coalition Building and Lobbying	In-Class Presentation
15	▶ Assessment and Review	Final In-Class Presentation for Policy Makers
Final Assignment Paper Due on May 6!		

NOTE: Precise session schedules may be subject to modification.

Course Topics and Assignments


Session 1

1/17/2009

Topic:

- ▶ Course Introductions and Homage to Martin Luther King Jr.

Recommended Readings:

 Martin Luther King, Jr. "Letter from a Birmingham Jail"

 Discussion on video segment, "Eyes on the Prize".

Session 1 addresses and contributes to the achievement of objectives 1 & 5.

Session 2

1/24/2009

Topic:

- ▶ Overview of Policy Practice Framework
What is Policy practice and why should Social Workers become Advocates?

Required Readings:

 Jansson

Chapter One: Joining a Tradition of Social Reform

Chapter Two: Articulating Four Rationales for Participating in Policy Advocacy

 Handler & Hasenfeld

Chapter One: Introduction

Recommended Supplement:

 DiNitto

Chapter One: Politics, Rationalism, and Social Welfare

Session 2 addresses and contributes to the achievement of objectives 1, 2, & 5.

Individual students sign up for each tem and receive their initial assignments. Refer pages 6 and 7 of course outline.

Topic:

- ▶ The Political and Economic Climate: Diversity and Poverty in the Southern California Region

Required Readings:

Handler & Hasenfeld

Chapter Two: The State of Poverty – TANF Recipients



Inter-University Consortium Against Homelessness (online publication):

Talking_Sense_About_Homelessness_in_Los Angeles.clean doc. Draft of 11/26/06.

Session 3 addresses and contributes to the achievement of objectives 1, 2, 3 & 4.

Students are to spend time in class discussing their initial findings from visits to community, on-line research (such as HealthyCity.org), literature review, or other investigations and to solicit advice and guidance from one another: and to determine how they will identify and characterize their target assignments.

Topic:

- ▶ Understanding Government's Role and the Legislative Process

Required Readings:

Jansson

Chapter Three: Obtaining Skills and Competencies for Policy Advocacy



Handler & Hasenfeld

Chapter Three: The Response to Poverty and Inequality – The Welfare State

Recommended Supplement:

DiNitto

Chapter Two: Government and Social Welfare

Session 4 addresses and contributes to the achievement of objectives 2, 4 and 5.

Topic:

- ▶ Policies to Prevent and Cure Poverty

Required Readings:

Jansson

Chapter Four: Understanding the Ecology of Policy in Governmental, Electoral, Community and Agency Settings



Handler & Hasenfeld

Chapter Four: Demonizing the Single Mother Family – The Path of Welfare Reform



Interagency Council on the Homeless, “Homelessness: Programs and the People They Serve:

Findings of the National Survey of Homeless Assistance Providers and Clients, December, 1999, pp. 39 - 58

Recommended Supplement:

DiNitto

Chapter Four: Preventing Poverty – The Social Insurance Programs

Chapter Five: Helping the Deserving Poor – Aged, Blind and Disabled



Shultz

Chapter Three: Taxes and Budget – Following the Money

Session 5 addresses and contributes to the achievement of objectives 4 and 5.

Topic:

- ▶ Building Agendas

Required Readings:

Jansson

Chapter Six: Committing to an Issue - Building Agendas



Handler & Hasenfeld

Chapter Five: The Welfare Bureaucracy

Recommended Supplement:

 DiNitto

Chapter Six: Ending Welfare as We Knew It

Session 6 addresses and contributes to the achievement of objectives 2, 3, and 5.

Session 7

2/28/2009


Topic:

- ▶ Analyzing Problems

Required Readings:

 Jansson

Chapter Seven: Analyzing Problems in the First Step of Policy Analysis


 Handler & Hasenfeld

Chapter Six: Work and Low Wage Labor Market – Mothers and Children

Recommended Supplement:

 DiNitto

Chapter Ten: Providing Social Services

 Interagency Council on the Homeless, “Homelessness: Programs and the People They Serve:

Findings of the National Survey of Homeless Assistance Providers and Clients, December, 1999, pp. 69 - 78

Session 7 addresses and contributes to the achievement of objectives 2, 3 and 5.

Session 8

3/7/2009

Topic:

- ▶ Developing Policy Proposals

Required Readings:

 Jansson

Chapter Eight: Developing Policy Proposals in the Second, Third and Fourth Steps of Policy Analysis

 Handler & Hasenfeld

Chapter Seven: Welfare Reform and Moral Entrepreneurship: Promoting Marriage and Responsible Parenthood and Preventing Teenage Pregnancy

Preparation for Lobby Days:

Reviewing NASW's goals for Lobby Days, March 7, 8 and 9, 2009

How does Lobby Days relate to work of this class?

Session 8 addresses and contributes to the achievement of objectives 2, 3, 5 and 6.

 **Mid-Term Paper Due!**



Session 9

3/14/2009

Topic:

- ▶ Participation of the Poor

Required Readings:

-  Jansson
Chapter Nine: Presenting and Defending Policy Proposals
-  Handler & Hasenfeld
Chapter Eight: Addressing Poverty and Inequality

Recommended Supplement:

-  DiNitto
Chapter Nine: Changing Paradigms – The Poverty Wars
-  Anna Deavere Smith, TWILIGHT, Los Angeles, 1992

Session 9 addresses and contributes to the achievement of objectives 1, 2, 3, and 5.

SPRING RECESS / NO CLASSES MARCH 16 - 21

Session 10

3/28/2009

Topic:

- ▶ Advocating for Change

Required Readings:

-  Jansson
Chapter Ten: Developing and Using Power

Session 10 addresses and contributes to the achievement of objectives 2, 3, 4 and 5.

Session 11

4/4/2009

Topic:

- ▶ Developing Political Strategy

Required Readings:

-  Jansson
Chapter Eleven: Developing Political Strategy

Recommended Supplement:

-  Shultz
Chapter Eight: Organizing – Bringing People Together to Make Change

Session 11 addresses and contributes to the achievement of objectives 2, 3, 4 and 6.



Session 12

4/11/2009

Topic:

- ▶ Developing Advocacy Strategy

Required Readings:

-  Jansson
Chapter Twelve: Putting Political Strategy into Action
-  Shultz
Chapter Six: Developing a Strategy, Advocacy's Road Map
Chapter Seven: Research and Analysis, Advocacy by Fact, Not Fiction

Session 12 addresses and contributes to the achievement of objectives 2, 3, 4 and 5.


Session 13

4/18/2009

Topic:

- ▶ Community Based Organizing and Education

Required Readings:

-  Jansson
Chapter Thirteen: Engaging in Ballot-Based Policy Advocacy

 DiNitto
Chapter Eleven: Addressing Civil Rights & Social Welfare - The Challenges of a Diverse Society

Session 13 addresses and contributes to the achievement of objectives 4 and 6.


Session 14

4/25/2009

Topic:

- ▶ Coalition Building and Lobbying

Recommended Supplement:

 Shultz
Chapter Nine: Building and Maintaining Advocacy Coalitions
Chapter Eleven: Lobbying,, The Art of Influencing Public Officials

Session 14 addresses and contributes to the achievement of objectives 4, 5 and 6.


Session 15

5/2/2009


Topic:

- ▶ Assessment and Review

Recommended Supplement:

 Jansson
Chapter Fourteen: Trouble Shooting and Assessing Implemented Policies

Recommended Supplement:

 DiNitto
Chapter Twelve: Implementing and Evaluating Social Welfare Policy: What Happens After
a
Law is Passed

Session 15 addresses and contributes to the achievement of objectives 3, 4 and 5.

Final In-Class Presentations for Policy Makers

STUDY HOLIDAYS / NO CLASSES MAY 3 - 5

 **Final Assignment (Hard Copy) Due!**

5/6/2009

Tips for Maximizing Student Learning Experience in this Course

- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous session AND the current session, AND scan the topics to be covered in the next session.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions and/or in blackboard-based virtual discussions.
- ✓ Keep yourself abreast of the local, state, national and international, political, social and economic news.
- ✓ If you don't understand something, ask questions!! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.
- ✗ Don't procrastinate or postpone working on assignments.