

**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 307**

**Social Welfare Policy and Community Advocacy**

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**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:**

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**Class Day and Time:**

**Class Location:**

**Credits/Length of Course:**

**Method of Delivery:**

**Prerequisites:**

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**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The school advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, meso, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus in working with individuals, families, groups, communities, and environmental systems.

**Course Description**

SOWK 509: This course examines social welfare problems, the system of social welfare, and its interrelationships with direct practice and the delivery of services. Particular emphasis is placed on the examination of different political and economic conceptions, as well as the ways in which they shape social programs and, in turn, social work practice. Attention is given to the controversies surrounding the “welfare society.” This course deals with the societal and social policy content that impacts professionals in their service roles. The general aim is to develop an analytic and critical approach to the study of how society politically and economically structures its caring responses. The course traces the development of and the interrelationships between social welfare policy and social work practice in the United States. It explicates the interests, values, belief systems, and assumptions that underlie the American social welfare system. The evaluation of social welfare policies and programs is placed in a socio-historical context and the social forces unique to the American experience are examined. Major questions of social choice and the criteria that underlie different approaches to the funding and delivery of social services are considered. Alternative contemporary views of the nature, purpose, and functions of the social welfare system are considered and related in an examination of the social work profession and social work practice.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

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

| **Assignment 5** | Advocacy Letters | Dimensions Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |

**Competency 5: Engage in Policy Practice**

| **Assignment 1** | Policies and Program Assignment | Dimensions Knowledge |
| --- | --- | --- |
| **Assignment 3** | Evaluating Policies Dimension | Dimensions Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment 4** | Policy Development Exercise | Dimensions Knowledge, Skills, and Cognitive & Affective Processes |

**Competency 7: Assess Individuals, Families, Groups, Organizations and Communities**

| **Assignment 2** | Think Tank Activity Dimension | Dimensions Knowledge, Skills, Values, and Cognitive & Affective Processes |
| --- | --- | --- |

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

| **Assignment 4** | Policy Development Exercise | Dimensions Knowledge, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |

**METHODS OF INSTRUCTION**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Attendance Policy**

Attendance and participation are important elements in learning whether the class is in-person, asynchronous, synchronous, or hybrid. While there is not a standard attendance and participation policy in SSW, each instructor will in their syllabus have the policies for their class. Students are responsible for reading the syllabus for course content and policies like attendance and participation. When something is not clear students should request clarification from the instructor. Students having been approved for accommodations by the SAC should follow the protocol of the SAC as well as speak with the instructor at the beginning of the semester to address any questions from the instructor. Should circumstances change during the semester, students should inform the instructor.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or [SAC@luc.edu](mailto:SAC@luc.edu).

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk [ITSServiceDesk@luc.edu](mailto:ITSServiceDesk@luc.edu). Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)  
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)  
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)  
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)  
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)  
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based on the following criteria:

**A** = Exceptional. This grade will be assigned to assignments that show extensive use of literature as well as broad use of concrete concepts and examples of practice, paying special attention to the use of professional language, grammar, and sentence structure in all written materials.

**B** = Fully meets graduate-level standards. This grade will be assigned to tasks and assignments in which all the steps have been satisfactorily completed showing a combination of the appropriate use of theories, principles, and precise descriptions of practice.

**C** = Performance, in general, is not satisfactory and is below the graduate level standard, all the requirements of the task or assignment have been completed.

**D** = Performance, in general, is not adequate. The student must re-take the course.

**F** = Failure. The performance and quality of work are not satisfactory, or some parts of the tasks or assignments have not been completed.

**I** = At the discretion of the section Instructor a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted.

### **Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Percentage (%)** |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

**POLICIES AND PROGRAMS ASSIGNMENT** (15 points)

In addition to analyzing a policy, this assignment asks you to identify the types of benefits provided by the major programs that comprise key areas covered by social welfare policy.

The following form has a list of Social Welfare Policies in the second column. Please fill out column three with short descriptions of each policy. You must include a description of each policy.

|  |  |  |
| --- | --- | --- |
| **Policy/Program Focus** | **Policy Program Name** | **Types of Benefits Provided (1-2 Sentences)** |
| Income Maintenance |  |  |
|  | Minimum Wage Legislation |  |
|  | Earned Income Tax Credit |  |
|  | Social Security Income |  |
|  | Unemployment Insurance |  |
|  | Worker’s Compensation |  |
|  | Supplementary Security Income (SSI) |  |
|  | TANF |  |
|  | General Assistance |  |
|  |  |  |
| Nutrition |  |  |
|  | Supplemental Nutrition Assistance Program |  |
|  | Food Distribution Programs |  |
|  | School Lunches, Breakfast, Milk Programs |  |
|  | WIC |  |
|  | Child & Adult Care Food Program |  |
|  | Elderly Nutrition Program |  |
|  |  |  |
| Healthcare |  |  |
|  | Medicaid |  |
|  | Medicare |  |
|  | CHIP |  |
|  | Ryan White Care Act |  |
|  | Affordable Care Act |  |
|  | Family Medical Leave Act |  |
|  | Health Insurance Portability and Accountability Act (HIPPA) |  |
|  | Medicare Prescription Drug, Improvement and Modernization Act |  |
|  |  |  |
| Mental Health |  |  |
|  | Community Mental Health Act |  |
|  |  |  |
| Employment |  |  |
|  | Fair Labor Standards Act |  |
|  | Job Training |  |
|  | Vocational Rehabilitation |  |
|  | Child Labor laws |  |
| Housing |  |  |
|  | Public Housing |  |
|  | Section 8 |  |
|  | Mortgage Assistance |  |
|  | Fair Housing act |  |
|  |  |  |
| Education |  |  |
|  | Brown v. Topeka Bd. of Education |  |
|  | Head Start |  |
|  | No Child Left Behind |  |
|  | Individuals with Disabilities Education Act - IDEA |  |
|  | McKinney-Vento Homeless Assistance Act |  |
|  |  |  |
| Disabilities |  |  |
|  | Americans with Disability Act - ADA |  |
|  |  |  |
| Immigration |  |  |
|  | DREAM Act |  |
|  | DACA |  |
| Older Americans |  |  |
|  | Older Americans Act of 1965 |  |
|  | Elder Abuse |  |
|  |  |  |
| Women |  |  |
|  | Violence Against Women Act |  |
|  |  |  |
| Child Abuse/Foster Care |  |  |
|  | Adoption Assistance and Child Welfare Act |  |
|  | Child Abuse & Treatment Act of 1974 |  |
|  | Family Preservation & Support Services Program Act |  |
|  | Indian Child Welfare Act |  |
|  | Child Abuse Prevention, Adoption and Family Services Act |  |

**THINK TANK ACTIVITY (Competency Dimensions: Knowledge, Skills)** (15 points)

This assignment requires you to analyze the content of think tanks. Each group will be assigned one of the think tanks listed below. Follow the instructions under the list. Your response should be between 4 to 5 double spaced pages depending on how complex your assigned think tank is.

Contributed by Carenlee Barkdull

* Group 1: Brookings Institution
* Group 2: Center for American Progress
* Group 3: Cato Institute
* Group 4: Heritage Foundation
* Group 5: Urban Institute
* Group 6: American Enterprise Institute
* Group 7: Economic Policy Institute

Each group will deconstruct their assigned website. Pay particular attention to language, the symbolism used, and embedded assumptions. Answer the following questions, but do not limit yourself to these; your group may come up with other information or insights to share.

1. How does the think tank announce itself on the home page (consider languages, images, aesthetics)? Use specific examples and identify what you think might be the underlying assumptions.
2. Were you able to locate a mission or purpose for the group (please share, if so)?
3. What were the major themes on the home page?
4. What were you able to find out about its history and funding, and how?
5. What information was not present that you looked for (note “selectivities and silences”)?
6. Were you able to find the think tank on social media? What were your observations about how effectively these media were used?
7. Where would you place this think tank on the U.S. political landscape? What evidence do you have for your classification? Be specific. Competency 5: Engage in Policy Practice 103
8. Write a brief appeal (a few sentences) to members of this think tank’s constituency to garner support for a program or policy change that you care about. Think about the language you would use or avoid.

Class Presentation:

Your group will verbally present responses to the above questions to the class (maximum of 13 minutes per group + 2 minutes for questions from the audience). Decide how you will split up this responsibility. You may use handouts if you like or use technology to present something you want to share with the class (this is not a requirement of this activity; it is up to your group).

Citation and Format

As appropriate to the assignment, please use APA style and be sure to CITE YOUR SOURCES. If you are unsure about APA style, Google APA and you will find a number of sites. The Purdue OWL site, which is one of the first you will see, is particularly useful. Also, check the information about APA style posted under the "Resources Tab" within the course. If you are unsure about whether or not you need to cite something, CITE IT. Better to err on the side of over citation.

**EVALUATING POLICIES** (15 points)

1. Identify and briefly describe an existing social policy: Divide into three groups, each representing a different local stakeholder organization that has been asked by a local (or state, or federal) legislator to evaluate the policy so that he or she can decide whether to continue to support it.
2. Three stakeholders: The stakeholders should include a community-based advocacy group, a local business organization, and a human service organization.
3. Task for each group: What will you have to consider in deciding how best to evaluate this policy? What criteria will you use and why? What method of evaluation? What measures? What benchmarks? On what basis will you 230 SPECIALIZED PRACTICE CURRICULAR GUIDE FOR MACRO SOCIAL WORK PRACTICE decide whether the legislator should support or oppose the policy? Provide your rationale.
4. Final task: The three groups meet to share their results, compare decisions, and see whether they agree on a shared recommendation. If the policy must be tweaked to bring all parties on board, indicate what needs to be tweaked and why the changes create grounds for reconciling differences.

**POLICY DEVELOPMENT EXERCISE FINAL** (35 points)

This assignment requires you to describe the social problem and provide evidence as to why it is a social problem and not a private problem. Then develop a policy response to the social problem based on the instructions and questions that follow. Your response should be between 8 to 10 double-spaced pages depending on how complex your problem statement and social policy are.

Select a social issue of concern to you.

1. Describe the problem you have chosen in a sentence or two. Why do you think this is a social problem? What features of a social problem as defined in the readings and lecture does it have? (Cite sources as appropriate).
2. What need do you think this problem represents?
3. To whom is it a problem?
4. What impact does this problem have on those with the problem?
5. What impact does this problem have on the larger society?

* Consider:
* Who is affected by the problem and how?
* How widespread is the problem?
* Why is the problem thought to exist? (Give examples of different points of view and include your sources). Consider:
  + Who is instrumental in problem definition?
  + Whose values and interests seem to be significant.
* Based on the above point, indicate whether or not you think there is a consensus on the cause(s) of the problem. Cite evidence to support your opinion.

1. Identify a policy solution (or partial policy solution) to the social issue.
2. Using the operating elements from Chambers and Bonk (2013).
3. Identify the various elements of your social policy solution that you would include if you were to draft a piece of legislation.

* What are the policy goals?
* What are the forms of benefit for the social policy?
* What are the eligibility criteria for the social policy?
* What are the administrative considerations for the implementation of the social policy?
* How should this policy be financed and sustained in the long run?

1. Identify some of the weaknesses in the proposed policy solution. For example, what populations would not be addressed by your partial policy solution?
2. Outline how you would build support for your proposed policy solution. Include the social media tools that you would use and how would you use them to influence prospective stakeholders.

**ADVOCACY LETTERS** (5 points)

This assignment was adapted from the Instructor’s Manual for Segal’s book

* (Segal. E.A. (2010). *Social welfare policies and programs: A values perspective (2nd ed).* Belmont, CA: Wadsworth and from Jeanne Sokolec, Ed.D., MSW.)

Writing letters to public officials and organizations is a common form of political action for both clients and social workers. Clients telling their personal stories put a “face” on a problem (President Obama as a candidate and President often uses this technique when he talks about “the lady he met in Iowa who has gone bankrupt due to medical bills.” Social workers and other professionals attempt to influence policy by not only telling their client’s stories but also by adding “facts and figures” about the problem or issue.

Choose a social welfare issue discussed in class. It can be a new one or the one you chose for your social problem. Prepare a letter to an elected official regarding your chosen social welfare issue. You are not required to actually send the letter; however, it must demonstrate the appropriate format and content. In the letter, explain how you want the legislator to vote on the position and why. It can relate to the social policy you have analyzed if this is appropriate as well.

Opinions carry more weight when they are backed up by credible facts so you will have to do some research to make your point. This letter should be no more than one page, single-spaced.

Use the guidelines from Chapter 14 (see pg. 374 on letter writing) to guide you.

Attach a reference list of your resources in APA style. If you are not aware of APA style references, you can “Google” APA Style and a number of resources will be available.

To be taken seriously advocacy letters to the media and elected officials must be well-organized and written with excellent grammar and spelling.

**Rubric for Grading Assignments**

|  |  |
| --- | --- |
| 1. Policies & Programs (Due Date:) | 15 points |
| 1. Think tank activity (Due Date:) | 15 points |
| 1. Evaluating policies (Due Date:) | 15 points |
| 1. Policy development exercise final (Due Date:) | 35 points |
| 1. Advocacy letters (Due Date:) | 5 points |

**COURSE SCHEDULE**

**Module 1**

**Community Immersion Program** (NOTE: FA SEMESTER ONLY, ADJUST SCHEDULE FOR SP and SU)

Based on a teaching framework designed to prepare urban teachers to engage students attending urban schools in Chicago (Lee, 2018), as well as the philosophical underpinnings of Paolo Freire as discussed by Freire, (1970,2018); Hagar (2012) and Clonan-Roy, Jacobs & Nakkula (2016), the proposed, 5-day immersion program offers MSW students an introduction to social work across micro, meso and macro domains. The community immersion program will expose students to relevant community interactions, readiness skills, and necessary self-care tactics beneficial to social work education and careers. As a result of the immersion experience, it is expected that students will begin subsequent course work with an initial awareness of social work field interactions and pertinent philosophies (i.e., person-in-environment, self-awareness) associated with social work education and practice with marginalized and disenfranchised communities.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Reflect upon their forthcoming experiences in the social work program.
2. Self-reflect about personal biases, assumptions, stereotypes, privileges, and the impact it may have upon their continued personal and professional growth as a social worker.
3. Assess the meaning and importance of safe and brave classroom spaces and the positive role students can contribute to promoting such spaces in the classroom, field, and beyond.

**Required Resources**

* Brave Space: Classroom Basics <https://medium.com/@amarquez628/brave-space-classroom-basics-b1fba7c9ac5b>
* Bussey, S. R. (2020). Finding a path to anti-racism: [Pivotal childhood experiences of White helping professionals](https://journals.sagepub.com/doi/pdf/10.1177/1473325020923021?casa_token=yxUhh7HPHkUAAAAA:7LJnaliFOnfE2aXJOeVK2BcleVEhirMe-TybRXa233VesjSzk8X1cEvIdttjMVStxzqoRYxGwmlPyA). *Qualitative Social Work*, 1473325020923021.
* Case Assignment “I’m a Social Worker” from Wolfer, T., Franklin, L., & Gray, K. (2013). [*Decision Cases for Advanced Social Work Practice: Confronting Complexity*](https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=1). Columbia University Press.

Please read the following sections:

1. To Students: <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=18>
2. Introduction to the Cases: <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=20>
3. I’m a Social Worker: <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=124>

* Freire, P. (2018). Chapter 1[. *Pedagogy of the oppressed*](https://www.campfireconvention.uk/sites/default/files/Friere_pedagogy.pdf)(pp. 43-69). Bloomsbury publishing USA.
* Pryce, J. M., Gilkerson, L., & Barry, J. E. (2018). [The mentoring FAN: A promising approach to enhancing attunement within the mentoring system](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1080_01488376_2018_1472174&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). *Journal of Social Service Research*, *44*(3), 350-364.
* Gilkerson, L., & Pryce, J. (2020). [The mentoring FAN: A conceptual model of Attunement for youth development settings.](https://nightingalementoring.mau.se/files/2020/12/The-mentoring-FAN-a-conceptual-%20model-of-attunement-for-youth-development-settings.pdf) *Journal of Social Work Practice*, 1-16.
* Safe and Brave Spaces <https://medium.com/@amarquez628/safe-and-brave-spaces-b9a3b51e107f>

**Required Podcast**

* Singer, J. B. (Host). (July 19, 2020). #127 - Both/And or Either/Or: Social Work and Policing [Audio Podcast]. *Social Work Podcast.* Retrieved from <https://www.socialworkpodcast.com/2020/07/socialworkpolicing.html>

**Required Videos**

* Watch on Facebook with live comments:<https://business.facebook.com/swpodcast/videos/310765373631603/>
* Watch on YouTube [SD] with captions: <https://youtu.be/daaZ-vNTDrU>

**Module 2**

**Social Welfare Policy and Underlying Values Policy**

In this module we will define social welfare policy, emphasize the variety of viewpoints related to an understanding of the American political economy, and sketch the history of the dominant political ideologies along a continuum from liberal to libertarian. Central themes that recur through this chapter include the complexity of the American social welfare system institutionalized in governmental, for-profit, and not-for-profit organizations, the role of values in determining alternative perspectives on what constitutes social good, and the recurrence in recent decades of a conservative perspective the prioritizes individual risk and reward over shared risks and redistribution of resources.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Define Social Welfare and understand its importance in promoting the social good.
2. Contrast the distinctive values and economic perspectives associated with Keynesianism, free-market economics, and democratic socialism.
3. Understand the political continuum from liberalism to libertarianism with an emphasis on the distinctive values and economic assertions of each.

**Required Resources**

* K. Sabeel Rahman. (2011). [Conceptualizing the Economic Role of the State: Laissez-Faire, Technocracy, and the Democratic Alternative.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_uchicagopress_journals_pol_2010_29&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) Polity, 43(2), 264–286. <https://doi.org/10.1057/pol.2010.29>
* Colby, I., Dulmus, C., & Sowers, K. (2013). [Connecting social welfare policy to fields of practice. Wiley.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213579745102506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) Chapter 1 Policy Practice. Pages: 1 – 20
* Colby, I., Dulmus, C., & Sowers, K. (2013). [Connecting social welfare policy to fields of practice. Wiley.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213579745102506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) Chapter 2 Social Welfare Policy and Politics. Pages: 21 – 34
* McNutt, J., & Hoefer, R. (2016). [Social welfare policy: responding to a changing world.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213824920602506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) Oxford University Press. Chapter 5. Values, Ideology, and Political Philosophy in Social Welfare Policy. Pages: 91 – 113.

**Recommended Content:**

* Stein, T. (2001). [Social policy and policymaking by the branches of government and the public-at-large](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213782293202506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). Columbia University Press. CHAPTER 1 Social Policy: An Introduction. CHAPTER 1 Social Policy: An Introduction (pp. 3-20)
* Smith, A. (2008). [Neoliberalism, welfare policy, and feminist theories of social justice: Feminist Theory Special Issue: `Feminist Theory and Welfare](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1177_1464700108090407&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). Feminist Theory, 9(2), 131–144. <https://doi.org/10.1177/1464700108090407>

**Module 3**

**Historical Foundations of Social Welfare**

This module provides a thorough historical and contemporary analysis of the role of Judeo-Christian religious values in the evolution of social welfare policy in the US. A chronological analysis of the major shifts in religious thought and philosophy and the provision of social welfare services is done with an emphasis on the effects of Protestantism and the work ethic. A glimpse of the dynamic nature between the church and state and other institutions are illustrated and events like poverty, immigration, urbanization, the scientific revolution, and the media in influencing social welfare in the US.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Understand the evolution of the social work profession from a perspective that appreciates the role and influence of religion on that development.
2. Analyze how social policies in the United States reflected the contradictory impulses of aiding and stigmatizing individuals in need.
3. Describe in what ways economic, social, and cultural changes have influenced the direction of social policy in U.S. history.

**Required Resources**

* Rahman, K. (2016). [Domination, democracy, and constitutional political economy in the new gilded age: towards a fourth wave of legal realism?](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_journals_1834767029&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) Texas Law Review, 94(7), 1329–.
* McNutt, J., & Hoefer, R. (2016). [Social welfare policy: responding to a changing world.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213824920602506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) Oxford University Press. Chapter 2: Society and Social Welfare in Agrarian and Industrial Societies. Pages: 15 – 34.
* McNutt, J., & Hoefer, R. (2016). [Social welfare policy: responding to a changing world.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213824920602506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) Oxford University Press. Chapter 3. Social Welfare History in Developmental Context. Pages: 35 – 66.

**Recommended Resources**

* Martin, M. (2012). [Philosophical and religious influences on social welfare policy in the United States: The ongoing effect of Reformed theology and social Darwinism on attitudes toward the poor and social welfare policy and practice](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1177_1468017310380088&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). Journal of Social Work: JSW, 12(1), 51–64. <https://doi.org/10.1177/1468017310380088>
* Reisch, M., & Staller, K. (2011). [Teaching Social Welfare History and Social Welfare Policy From a Conflict Perspective](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1080_08841233_2011_562134&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). Journal of Teaching in Social Work, 31(2), 131–144. <https://doi.org/10.1080/08841233.2011.562134>
* Stein, T. (2001). [Social policy and policymaking by the branches of government and the public-at-large](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213782293202506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). Columbia University Press. CHAPTER 2 Social Workers and Social Policy: The Historical Context (pp. 21-32)
* STEIN, T. (2001). [Social Welfare Policy in the Colonies and Early Nineteenth Century and the Discriminatory Treatment of Racial Minorities](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213782293202506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). In Social Policy and Policymaking by the Branches of Government and the Public-at-Large (pp. 53-68). New York: Columbia University Press. doi:10.7312/stei11682.9

**Module 4**

**Analyzing and Researching Social Welfare Policy**

This module explains the importance of policy analysis and how they are useful in analyzing social welfare policies. Policy analysis involves a systematic investigation of a social policy or a set of policies. Students will understand how policy frameworks can be useful in implementing policies that are in harmony with the historical and contemporary contexts of the problem and the proposed policies. Emphasis is placed on the use and benefits of objective research based on sound data in policy implementation. Lastly, various sources for locating policy relevant information are provided that includes Internet resources, which have made both data and information easily accessible for those involved in policy analysis.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe the usefulness of a framework for policy analysis.
2. Identify and list the factors contributing to the viability and feasibility of a policy proposal.
3. Distinguish a variety of resources critical to policy analysis.

**Required Resources**

* McNutt, J., & Hoefer, R. (2016). [Social welfare policy: responding to a changing world.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213824920602506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) Oxford University Press. Chapter 6. Policy Analysis: Tools for Building Evidence-Based Social Policy. Pages: 114 – 133.
* Krings, A., Fusaro, V., Nicoll, K. L., & Lee, N. Y. (2019). [Social Work, Politics, and Social Policy Education: Applying a Multidimensional Framework of Power](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1080_10437797_2018_1544519&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). Journal of Social Work Education, 55(2), 224-237
* Hankivsky, O. (Ed.). (2012). An Intersectionality-Based Policy Analysis Framework. Vancouver, BC: Institute for Intersectionality Research and Policy, Simon Fraser University. Chapter 1: Why Intersectionality Matters for Health Equity and Policy Analysis. Pages: 7-32.
* Hankivsky, O. (Ed.). (2012). An Intersectionality-Based Policy Analysis Framework. Vancouver, BC: Institute for Intersectionality Research and Policy, Simon Fraser University. Chapter 2: Intersectionality-Based Policy Analysis. Pages: 33-46.

**Recommended Resources**

* STEIN, T. (2001). [Issues, Problems, and Agenda Setting](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213782293202506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). In Social Policy and Policymaking by the Branches of Government and the Public-at-Large (pp. 69-90). New York: Columbia University Press. doi:10.7312/stei11682.10
* STEIN, T. (2001). [Policymaking. In Social Policy and Policymaking by the Branches of Government and the Public-at-Large](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213782293202506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) (pp. 91-114). New York: Columbia University Press. doi:10.7312/stei11682.11
* STEIN, T. (2001). [Implementation. In Social Policy and Policymaking by the Branches of Government and the Public-at-Large](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213782293202506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) (pp. 363-378). New York: Columbia University Press. doi:10.7312/stei11682.24
* Smith, S. (2018). [Policy analysis and the nonprofit sector](https://doi.org/10.2307/j.ctt22h6q1x.19). In Hird J. (Ed.), Policy analysis in the United States (pp. 245-264). Bristol: Bristol University Press. doi:10.2307/j.ctt22h6q1x.19

**Module 5**

**The economy (macroeconomic theories and relationship to state spending) fiscal constraints on the state (revenue generation at different levels - taxation as source of revenue and also avenue for redistribution- progressive and regressive taxation); monetary policy and federal reserve. Entitlement and discretionary programs and the corresponding state institutions/ agencies that regulate, implementation.**

This module focuses on the economy of the United States and its socioeconomic effects on the population. Tax policy, the use of legislation to define how revenues are generated in order to achieve social objectives, is fundamental to the structure of social welfare in the United States. Although this function may seem prosaic, in fact, tax policy has been the flash point of major historical events, as evident in the Boston Tea Party when colonists objected to taxation without representation. Massive tax cuts of the George W. Bush administration provoked dire warnings by liberals and conservatives alike about the fiscal health of the republic and contributed to the emergence of a new Tea Party movement. Although tax policy is an instrument of government, its influence is not limited solely to generating revenues for federal and state social programs: Through “tax expenditures,” areas exempted from taxation, tax policy provides significant incentives not only for specific industries, but also for individual behavior, as in the mortgage interest deduction.

For this reason, tax policy is of increasing interest to advocates of social justice. As support for direct benefits through traditional social programs has waned, social advocates have turned to “targeted tax expenditures”—preferably, refundable tax credits—as a means to advance economic justice. As a vehicle for funding social programs, tax policy is also an important barometer for social equity; and indeed, policy analysts have long used income distribution—and more recently wealth distribution—as an indicator of how fair the economy has been for various groups.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Demonstrate an understanding of the tax policy in the US with its implications on the provision of social welfare services and poverty.
2. Analyze the distinctions between progressive and regressive taxation policies and their implications on inequality and poverty.
3. Articulate creative means of increasing upward mobility among poor Americans through the tax code.

**Required Resources**

* Colby, I., Dulmus, C., & Sowers, K. (2013). [Connecting social welfare policy to fields of practice. Wiley.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213579745102506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) Chapter 11 Social Welfare and Economics: Redefining the Welfare State in a Global Economy. Pages: 253 – 283
* Colby, I., Dulmus, C., & Sowers, K. (2013). [Connecting social welfare policy to fields of practice. Wiley.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213579745102506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) Chapter 10 Public Funding of Sectarian Organizations for the Provision of HIV/AIDS Prevention and Care: Discriminatory Issues for Gay Males. Pages: 239 – 248
* Giger, N. (2011). [The Risk of Social Policy?:](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_askewsholts_vlebooks_9781136849794&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) The electoral consequences of welfare state retrenchment and social policy performance in OECD countries (Vol. 13). Routledge. https://doi.org/10.4324/9780203834480. Chapter 2 Welfare state research: the theoretical background for the research question. Pages: 7 – 20.
* David Brady, & Amie Bostic. (2015). [Paradoxes of Social Policy: Welfare Transfers, Relative Poverty, and Redistribution Preferences](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_gale_infotracacademiconefile_A410770170&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). American Sociological Review, 80(2), 268–298. https://doi.org/10.1177/0003122415573049

**Recommended Resources**

**Module 6**

**Poverty & Economic Inequality / Welfare, Welfare Reform**

This module, first, examines the characteristics of poverty in the United States, focusing particular attention on demographic aspects and ways of measuring poverty; family constitution and poverty; child poverty and elderly poverty; the urban and rural poor; and the connections between poverty and work-related issues such as the minimum wage, structural unemployment, dual labor markets, job training programs, and the alternative financial sector or the fringe economy. Last, key strategies developed to combat poverty will be surveyed.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Examine the relationship between market and economy and growth of race-related poverty structures in USA.
2. Understand the various explanations and theories of poverty in the US.
3. Critique how and why poverty affects different demographics in the US and the historical approaches to combat poverty.

**Required Resources**

* McNutt, J., & Hoefer, R. (2016). [Social welfare policy: responding to a changing world.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213824920602506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) Oxford University Press. Chapter 8. Poverty, Inequality, and Income Maintenance Policy. Pages: 160 – 181.
* Plax, K., Donnelly, J., Federico, S., Brock, L., & Kaczorowski, J. (2016[). An Essential Role for Pediatricians: Becoming Child Poverty Change Agents for a Lifetime.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_miscellaneous_1779022899&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) Academic Pediatrics, 16(3), S147–S154. https://doi.org/10.1016/j.acap.2016.01.009
* Lukes, S. (2007). [Power](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1525_ctx_2007_6_3_59&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). Contexts (Berkeley, Calif.), 6(3), 59–61. https://doi.org/10.1525/ctx.2007.6.3.59
* Ta-Nehisi Coates. June 2014. [“The Case for Reparations”.](http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/)*The Atlantic*. http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/
* William Julius Wilson. May 2009. [More Than Just Race: Being Black and Poor in the Inner City](https://www.prrac.org/pdf/WJWMayJune2009PRRAC.pdf)*Poverty & Race, 18*(3). Pages: 5
* Video: [The End of Poverty?](https://www.dailymotion.com/video/x22eynh) (1hr and 44 min)

**Recommended Resources**

* STEIN, T. (2001). [Poverty. In Social Policy and Policymaking by the Branches of Government and the Public-at-Large](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213782293202506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) (pp. 129-150). New York: Columbia University Press. doi:10.7312/stei11682.14.
* Yolanda C. Padilla, Jennifer L. Scott, & Olivia Lopez. (2014). [Economic Insecurity and Access to the Social Safety Net among Latino Farmworker Families.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_miscellaneous_1528876919&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) Social Work (New York), 59(2), 157–165. https://doi.org/10.1093/sw/swu013.
* Berkowitz, E. (2020). [Making social welfare policy in America: three case studies since 1950](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213847172602506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) . University of Chicago Press. Chapter Seven Clinton, Gingrich, and Welfare Reform in 1996
* Berkowitz, E. (2020). [Making social welfare policy in America: three case studies since 1950](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213847172602506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) . University of Chicago Press. Chapter Six The Welfare Reform Debate from JFK to Reagan.
* K. Sabeel Rahman. (2018). [CONSTRUCTING CITIZENSHIP: EXCLUSION AND INCLUSION THROUGH THE GOVERNANCE OF BASIC NECESSITIES.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_gale_infotracacademiconefile_A568609399&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) Columbia Law Review, 118(8), 2447–2503.
* Epstein, W. (2017). [The Masses are the Ruling Classes: Policy Romanticism, Democratic Populism, and Social Welfare in America](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_ebookcentral_EBC4838048&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). Oxford University Press. Chapter 8, The Food Stamp Program. https://doi.org/10.1093/oso/9780190467067.001.0001.

**Module 7**

**Indicators and Goals and Approaches to Poverty Intervention and Development**

As poverty levels have not declined in several countries despite economic growth, it has become clear that growth, while often a necessary condition for poverty reduction, is not a sufficient one. Addressing inequality and promoting social inclusion are also prerequisites. Reductions in inequality need to be considered in designing economic development processes. Hence, the relationship between economic and social policy cannot be one where growth is given primacy over distribution, and where social policy comes to be understood merely as a corrective for the undesirable consequences of growth processes. Social policy has to be viewed as an essential part of a transformative process that contributes to both growth and equity, not just through responding with corrections, but also by influencing the nature of growth.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe the nature of poverty, and poverty-based exceptionalism in USA that is contrary to its position as a developed nation.
2. Analyze race, place, gender intersections in construction of norms of labor force participation norms and basic income.
3. Analyze and describe some core ideas in comparative models of economic growth and development.

**Required Resources**

* Fremstan, S. (September 2019). The Official U.S. Poverty Rate is Based on a Hopelessly out-of-date Metric. The Washington Post. <https://www.washingtonpost.com/outlook/2019/09/16/official-us-poverty-rate-is-based-hopelessly-out-of-date-metric/?arc404=true>
* Nussbaum, Martha C. (2003). [Capabilities as Fundamental Entitlements: Sen   and Social Justice](https://web-a-ebscohost-com.flagship.luc.edu/ehost/pdfviewer/pdfviewer?vid=0&sid=6e458aca-0991-481e-90e3-434351327caf%40sessionmgr4008). *Feminist Economics*9(2-3), 33-59.
* O'Hearn, D (2009) '[AMARTYA SEN'S DEVELOPMENT AS FREEDOM: TEN YEARS LATER](https://www.developmenteducationreview.com/issue/issue-8/amartya-sens-development-freedom-ten-years-later). Policy and Practice: A Development Education Review, Vol. 8, Spring, pp. 9-15.
* McKague K., Wheeler D., Karnani A. (2015) [An Integrated Approach to Poverty Alleviation: Roles of the Private Sector, Government and Civil Society](https://doi.org/10.1007/978-3-319-04051-6_7). In: Bitzer V., Hamann R., Hall M., Griffin-EL E. (eds) *The Business of Social and Environmental Innovation*. Springer, Cham. https://doi.org/10.1007/978-3-319-04051-6\_7
* Video: [What is the Capability Approach to development?](https://www.youtube.com/watch?v=hZgsFd-huFw) (2.06 min)
* [Global Multidimensional Poverty Index (MPI)](http://hdr.undp.org/en/2020-MPI)
* [Human Development Index (hdi)](http://hdr.undp.org/en/content/human-development-index-hdi)  UN Gender Inequality Index (GII)
* [UN Sustainable Development Goals](https://sdgs.un.org/goals)
* [UN Human Development Report 2020: Human Development and the Anthropocene](http://www.hdr.undp.org/sites/default/files/hdr2020.pdf)

**Recommended Resources**

* Colby, I., Dulmus, C., & Sowers, K. (2013). [Connecting social welfare policy to fields of practice. Wiley.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213579745102506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) Chapter 8 Property for People or the Property of People: Urban Housing Policy and Practice in the Developing World. Pages: 175 – 200
* McNutt, J., & Hoefer, R. (2016). [Social welfare policy: responding to a changing world .](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213824920602506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) Oxford University Press. Chapter 12. Housing and Community Development. Pages: 251 – 273.

**Module 8**

**Entitlement and discretionary programs and the corresponding state institutions/ agencies that regulate, implementation.**

This module explores the major forms of social insurance in the United States: Old-Age, Survivors, and Disability Insurance (OASDI); Unemployment Insurance (UI); and Workers’ Compensation. In addition, this module explores some of the major issues and problems surrounding social insurance programs.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Apply a critical understanding of the various forms of social insurance programs concerning the amounts of benefits, eligibility, and length of benefit.
2. Analyze some of the endemic problems with the various programs concerning benefits to vulnerable and low-wage populations.
3. Evaluate the strengths and weaknesses and show a clear grasp of the challenges facing the social security system today with implications for the demographic and economic dynamics in the US.

**Required Resources**

* STEIN, T. (2001). [Social Insurance. In Social Policy and Policymaking by the Branches of Government and the Public-at-Large](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213782293202506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) (pp. 151-174). New York: Columbia University Press. doi:10.7312/stei11682.15.
* STEIN, T. (2001). [Programs of Public Assistance. In Social Policy and Policymaking by the Branches of Government and the Public-at-Large](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213782293202506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) (pp. 175-214). New York: Columbia University Press. doi:10.7312/stei11682.16
* Bent-Goodley, T., Stiles, B., & Sussewell, A. (2009). [African American social workers and social policy. Routledge](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213570516102506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&isFrbr=true&tab=Everything&lang=en). Chapter 2. Implications of Social Security Reform for Wealth Development Among African Americans, pp. 17-34.

**Recommended Resources**

* STEIN, T. (2001[). Food and Housing. In Social Policy and Policymaking by the Branches of Government and the Public-at-Large](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213782293202506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) (pp. 215-244). New York: Columbia University Press. doi:10.7312/stei11682.17

**Module 9**

**Legislative, executive, and judicial branches of government and the purview of each**

In this module students will learn how the Constitution of the United States divides the federal government into three branches to make sure no individual or group will have too much power:

* Legislative—Makes laws (Congress, comprised of the House of Representatives and Senate)
* Executive—Carries out laws (president, vice president, Cabinet, most federal agencies)
* Judicial—Evaluates laws (Supreme Court and other courts)
* Each branch of government can change acts of the other branches.

The president can veto legislation created by Congress and nominates heads of federal agencies. Congress confirms or rejects the president's nominees and can remove the president from office in exceptional circumstances. The Justices of the Supreme Court, who can overturn unconstitutional laws, are nominated by the president, and confirmed by the Senate. This ability of each branch to respond to the actions of the other branches is called the system of checks and balances. How all three branches of government have a role in the development of social welfare policy.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Differentiate between the three branches of government (legislative, executive, and judicial) acting independently of each other and each of their roles in policy development.
2. Analyze how federal policy implementation is affected by state rights vs. federal rights discord.

**Required Resources**

* STEIN, T. (2001). [Social Services. In Social Policy and Policymaking by the Branches of Government and the Public-at-Large](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213782293202506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) (pp. 303-326). New York: Columbia University Press. doi:10.7312/stei11682.21
* Albert, Z., & La Raja, R. (2018). [Political parties and policy analysis](https://doi.org/10.2307/j.ctt22h6q1x.17). In Hird J. (Ed.), Policy analysis in the United States (pp. 205-222). Bristol: Bristol University Press. doi:10.2307/j.ctt22h6q1x.17
* Gbemende Johnson. (2014). [Judicial Deference and Executive Control Over Administrative Agencies](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1177_1532440013520243&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). State Politics & Policy Quarterly, 14(2), 142–164. https://doi.org/10.1177/1532440013520243
* Robert J. McGrath. (2013). [Legislatures, Courts, and Statutory Control of the Bureaucracy across the U.S. States](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1177_1532440013497972&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). State Politics & Policy Quarterly, 13(3), 373–397. https://doi.org/10.1177/1532440013497972

**Recommended Resources**

* STEIN, T. (2001). [The Federal Budget Process. In Social Policy and Policymaking by the Branches of Government and the Public-at-Large](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213782293202506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) (pp. 115-126). New York: Columbia University Press. doi:10.7312/stei11682.12
* Johnson, L. (2003). [Creating Rules of Procedure for Federal Courts: Administrative Prerogative or Legislative Policymaking? The Justice System Journal](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_journals_194777501&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en), 24(1), 23–42. https://doi.org/10.1080/0098261X.2003.10767682

**Module 10**

**Legislative policy advocacy**

This module covers how to engage in legislative policy advocacy. Before embarking on a legislative advocacy campaign, it’s important that practitioners lay out and understand the overarching advocacy goals. Once the legislative advocacy goals have been laid out, the next step to form a coalition. A coalition is a group of independent organizations that band together in the pursuit of a common goal. Coalitions can be either short or long term and provide resources, constituents, and a broader level of expertise than one organization alone cannot provide. Next a legislative advocacy plan is developed so that all members of your coalition are on the same page. A further item to consider in the legislative advocacy planning stage is the fiscal aspect. For any legislation to have a lasting impact, or for that matter a chance at passage, each needs to contain provisions that cover the costs of the legislation. Thus, during the planning stage, it is important that you identify which issues you plan to advocate and have a plan for how it will be paid for. The module will also cover the different ways that practitioners can influence legislation.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Articulate how the role and process of passing social welfare policy laws occurs in the federal and state legislative branches of government.
2. Demonstrate the ability the individual action or promote coalition building for legislative of advocacy.

**Required Resources**

* Lori Messinger. (2006). [SOCIAL WELFARE POLICY AND ADVOCACY](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_jstor_books_morr12728_23&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). In Sexual Orientation and Gender Expression in Social Work Practice (p. 427–). Columbia University Press. https://doi.org/10.7312/morr12728.23.
* Lu, P., & Shelley, M. (2019). [Comparing older adult and child protection policy in the United States of America.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1017_S0144686X19000990&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) Ageing and Society, 1–21. <https://doi.org/10.1017/S0144686X19000990>
* Mosley, J., & Jarpe, M. (2019). [How Structural Variations in Collaborative Governance Networks Influence Advocacy Involvement and Outcomes](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_gale_infotracacademiconefile_A597799090&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). Public Administration Review, 79(5), 629–640. https://doi.org/10.1111/puar.13037

**Recommended Resources**

* Sherraden M.S, Slosar B, & Sherraden M. (2002). [Innovation in Social Policy: Collaborative Policy Advocacy](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_gale_incontextgauss_8GL_A90331334&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). Social Work (New York), 47(3), 209–221. <https://doi.org/10.1093/sw/47.3.209>.
* Holland, M., & Lane, J. (2018). [Policy advisory committees: An operational view](https://doi.org/10.2307/j.ctt22h6q1x.15). In Hird J. (Ed.), Policy analysis in the United States (pp. 173-182). Bristol: Bristol University Press. doi:10.2307/j.ctt22h6q1x.15

**Module 11**

**Administrative policy advocacy (e.g., Rule comment, supplemental appropriations...)**

As a tool to advance social justice, advocacy has historically been an important part of the practice of social workers and other human service professionals. Human service administrators have played a particularly important role in conducting advocacy, and in the early settlement house movement, administration and advocacy were seen to be organically related. Indeed, many of the idealized models for social change and advocacy in social welfare history were administrators.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe how executive actions are used as an alternative to legislation to advance social welfare policy.
2. Participate in advocating for administrative action at state and federal levels and the various tools and approaches that can be used.

**Required Resources**

* Thurston, C. (2015). [Policy Feedback in the Public–Private Welfare State: Advocacy Groups and Access to Government Homeownership Programs](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1017_S0898588X15000097&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en), 1934–1954. Studies in American Political Development, 29(2), 250–267. https://doi.org/10.1017/S0898588X15000097
* Pacewicz, J. (2018). [The Regulatory Road to Reform: Bureaucratic Activism, Agency Advocacy, and Medicaid Expansion within the Delegated Welfare State.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1177_0032329218795850&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) Politics & Society, 46(4), 571–601. https://doi.org/10.1177/0032329218795850
* Lens, V. (2007). [Administrative Justice in Public Welfare Bureaucracies: When Citizens (Don’t) Complain. Administration & Society](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_gale_infotracacademiconefile_A162912445&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en), 39(3), 382–408. <https://doi.org/10.1177/0095399707301006>
* Taylor, J., & Haider-Markel, D. (2014). [Transgender rights and politics: groups, issue framing, and policy adoption. University of Michigan Press](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213785634602506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). Chapter 7. Executive Expansion of Transgender Rights: Electoral Incentives to Issue or Revoke Executive Orders / Mitchell D. Sellers. Pages: 189–207.

**Module 12**

**State and Local Policy Advocacy / Impact litigation (e.g., class action lawsuits or individual claims with broader significance that rely on statutory law arguments or on constitutional claims)**

Formulation of policies, development of legislation and litigation are closely related activities. Policies are the general plans or courses of action outlined by governments, political parties, organizations, and so on, which are intended to shape, influence, or determine decisions and actions. The policies of local and national governments and parties set the direction and parameters for the formulation of laws, governmental programs, and budgets. Litigation is the process of using the legal system to make claims and seek administrative or judicial decisions to help clarify or modify laws and practices.

Human rights standards can be applied in each of these activities. In general terms, where policies are developed within a human rights framework, it is more likely that corresponding laws will protect and fulfill human rights. Likewise, where such laws and programs are designed and implemented, people are less likely to need judicial help to secure their rights, thus obviating expensive and time-consuming litigation. Where laws and practices violate human rights, activists can use litigation to try to claim their rights, help clarify the content of specific rights through local and national courts and administrative agencies, or as a tool for law reform.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify and discuss the role of the judicial system in interpreting administrative and legislative social welfare proposals.
2. Demonstrate how to build coalitions and public support at the state the local levels to propose and pass social welfare policy.

**Required Resources**

* Kathleen Marchetti. (2015). [Consider the Context: How State Policy Environments Shape Interest Group Advocacy](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1177_0160323X15602750&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). State & Local Government Review, 47(3), 155–169. https://doi.org/10.1177/0160323X15602750
* Taylor, J., & Haider-Markel, D. (2014). [Transgender rights and politics: groups, issue framing, and policy adoption. University of Michigan Press](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213785634602506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). Chapter 5. Transgender-Inclusive Ordinances in Cities: Form of Government, Local Politics, and Vertical Influences / Jami K. Taylor, Barry L. Tadlock, Sarah J. Poggione, and Brian DiSarro. Pages: 135–154.
* VanLandingham, G. (2018). [Policy analysis in the states. In Hird J.](https://doi.org/10.2307/j.ctt22h6q1x.12) (Ed.), Policy analysis in the United States (pp. 113-130). Bristol: Bristol University Press. doi:10.2307/j.ctt22h6q1x.12
* Mossberger, K., Swindell, D., Parkhurst, N., & Tai, K. (2018). [Policy analysis and evidence-based decision making at the local level](https://doi.org/10.2307/j.ctt22h6q1x.13). In Hird J. (Ed.), Policy analysis in the United States (pp. 131-152). Bristol: Bristol University Press. doi:10.2307/j.ctt22h6q1x.13

**Module 13**

**How to influence social change through different arenas or a multi-targeted approach.**

Digital advocacy is the use of digital technology to contact, inform, and mobilize a group of concerned people around an issue or cause. The purpose of digital advocacy is to galvanize supporters to take action.

Digital tools have become a central component of almost any movement. Some of the most-used digital advocacy tools include websites, blogs, Facebook, Twitter, email, and texts. Literally hundreds of social media applications exist that could be used for digital advocacy, but to get started, spend your time and resources where your supporters are most likely to be (Facebook and Twitter are good bets). Then integrate your efforts for better overall results. The advantages of using social media are discussed including low (or no) hard costs for set-up; potentially wide reach; quick/instantaneous sharing of messages; and new opportunities to listen, engage, and monitor your progress.

Any time you are working to engage people that utilize some form of social media, you may want a social media presence to amplify your ability to reach supporters quickly. Social media is not a fad, it is a powerful trend that represents new methods for advocating.

To use social media as part of a direct-action campaign, it is helpful, but not necessary, to have set up the social media tools and gathered supporters in advance of making a specific request. No matter where you are in the process, you can use social media to help support your cause.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Formulate a plan to frame and garner support for changes and improvements in social welfare issues using social media tools.
2. Demonstrate knowledge and ability to use social media tools in developing campaigns for social welfare policy advocacy.

**Required Resources**

* Taylor, J., & Haider-Markel, D. (2014). [Transgender rights and politics: groups, issue framing, and policy adoption. University of Michigan Press](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213785634602506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). Chapter 1. Issue Framing and Transgender Politics: An Examination of Interest Group Websites and Media Coverage / Barry L. Tadlock. Pages: 25–48.
* Godwin, E., Godwin, K., & Ainsworth, S. (2018). [Policy analysis by corporations and trade associations.](https://doi.org/10.2307/j.ctt22h6q1x.18) In Hird J. (Ed.), Policy analysis in the United States (pp. 223-244). Bristol: Bristol University Press. doi:10.2307/j.ctt22h6q1x.18
* Holyoke, T. (2014). [Interest groups and lobbying: pursuing political interests in America. Westview Press.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213581226902506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&isFrbr=true&tab=Everything&lang=en) Chapter Five: A Model of Interest Group Advocacy. pp. 128-149; 22 pages.
* Perl, A., Howlett, M., & Ramesh, M. (2018). [Policy-making and truthiness: Can existing policy models cope with politicized evidence and willful ignorance in a “post-fact” world?](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1007_s11077_018_9334_4&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) Policy Sciences, 51(4), 581–600. https://doi.org/10.1007/s11077-018-9334-4

**Recommended Resources**

* Moon, S., & Deweaver, K. (2005). [Electronic Advocacy and Social Welfare Policy Education](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_informaworld_taylorfrancis_310_1300_J067v25n01_04&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). Journal of Teaching in Social Work, 25(1-2), 57–68. <https://doi.org/10.1300/J067v25n01_04>.
* Schneider, S., & Jacoby, W. (2018). [Public opinion and public policy in the United States.](https://doi.org/10.2307/j.ctt22h6q1x.16) In Hird J. (Ed.), Policy analysis in the United States (pp. 183-204). Bristol: Bristol University Press. doi:10.2307/j.ctt22h6q1x.16

**Module 14**

**Social Policy Advocacy Related to Specific Population Groups. Part 1**

Students will present a summary of their final assignment focused on the advocacy tools that they would use to build support for the proposed changes in their chosen policy.

**Module 15**

**Social Policy Advocacy Related to Specific Population Groups. Part 2**

Students will present a summary of their final assignment focused on the advocacy tools that they would use to build support for the proposed changes in their chosen policy.

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignment, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Syllabus References**

**Professional Journals**

* Journal of Comparative Policy Analysis
* Journal of Health and Social Policy
* Journal of Poverty
* Public Policy Research
* Social Work (National Association of Social Workers)
* Social Work Research

**Websites**

**Federal Department and Agencies**

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| **Admin. for Children & Families** | <http://www.usa.gov/directory/federal/administration-for-children--families.shtml> |
| **Administration on Aging** | <http://www.usa.gov/directory/federal/administration-on-aging.shtml> |
| **Centers for Medicare & Medicaid Services** | <http://www.usa.gov/directory/federal/centers-for-medicare-&-medicaid-services.shtml> |
| **Department of Education** | <http://www.usa.gov/directory/federal/department-of-education.shtml> |
| **Dept. of Health and Human Services** | <http://www.hhs.gov/> |
| **Dept. of Housing and Urban Development** | <http://www.usa.gov/directory/federal/department-of-housing-and-urban-development.shtml> |
| **National Institutes of Health** | <http://www.usa.gov/directory/federal/national-institutes-of-health.shtml> |
| **Social Security Administration** | <http://www.ssa.gov/> |
| **Substance Abuse and Mental Health Services Administration (SAMHSA)** | <http://www.usa.gov/directory/federal/substance-abuse-and-mental-health-services-administration.shtml> |
| **Veterans’ Affairs Administration** | <http://www.usa.gov/directory/federal/veterans-affairs-department.shtml> |
| **Women’s Bureau Dept. of Labor** | http://www.usa.gov/directory/federal/womens-bureau.shtml |

**Non-Governmental Websites**

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| **AARP Public Policy Institute** | <http://www.aarp.org/research/ppi/> |
| **American Public Services Humane Assoc.** | <http://www.urban.org/> |
| **Anne E. Casey Foundation** | <http://www.aecf.org/> |
| **Center for Law and Social Policy** | <http://www.clasp.org/> |
| **Center for the Study of Social Policy** | [http://www.cssp.org](http://www.childwelfare.gov/survey/disclaimerAskme.cfm?target=http%3A%2F%2Fwww.cssp.org%2F&referrer=%27http://www.childwelfare.gov/pubs/reslist/rl_dsp.cfm?svcID=106&rate_chno=11-11285%27) |
| **Children’s Defense Fund** | <http://www.childrensdefense.org/> |
| **National Alliance to End Homelessness** | <http://www.naeh.org/> |
| **National Alliance on Mental Illness (NAMI)** | <http://www.nami.org/> |
| **National Association of Social Workers** | <http://www.socialworkers.org> |
| **National Poverty Center** | <http://www.npc.umich.edu/> |
| **Pew Research Center** | <http://pewresearch.org/> |
| **Urban Institute** | <http://www.urban.org/> |

**Think Tanks**

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| **The Heritage Foundation** | [www.heritage.org/](http://www.heritage.org/) |
| [**American Enterprise Institute**](http://www.google.com/search?hl=en&client=firefox-a&hs=4Pr&tbo=u&rls=org.mozilla:en-US:official&q=american+enterprise+institute&tbs=itm_s:1,itm_c:think+tanks&sa=X&ei=g7axUPCTGZSI8QT7-oA4&ved=0CEwQoA4wBA) | [www.aei.org/](http://www.aei.org/) |
| [**Brookings Institution**](http://www.google.com/search?hl=en&client=firefox-a&hs=4Pr&tbo=u&rls=org.mozilla:en-US:official&q=brookings+institution&tbs=itm_s:1,itm_c:think+tanks&sa=X&ei=g7axUPCTGZSI8QT7-oA4&ved=0CE4QoA4wBQ) | [www.brookings.edu/](http://www.brookings.edu/) |
| **The Carter Center** | [www.cartercenter.org/](http://www.cartercenter.org/) |
| [**Cato Institute**](http://www.google.com/search?hl=en&client=firefox-a&hs=4Pr&tbo=u&rls=org.mozilla:en-US:official&q=cato+institute&tbs=itm_s:1,itm_c:think+tanks&sa=X&ei=g7axUPCTGZSI8QT7-oA4&ved=0CFAQoA4wBg) | <http://www.cato.org/> |
| **Kaiser Family Foundation** | <http://www.kff.org/> |