



**COURSE TITLE/SECTION:** SOCW 7367 – Advanced Social Policy Analysis

**TIME:** Mondays, 9:00 – 12:00 PM, Room SW107A

**FACULTY:** Ginger Lucas

**OFFICE HOURS:** Mondays, 12-1 PM & 4-6 PM  
Wednesdays, 12-1 & by appointment including  
Saturdays. Room 402

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**Phone:** 713-743-8075

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**I. Course**

**A. Description**

Provides knowledge of comparative social welfare systems and policies, the impact of policy on clients and communities, and the skills of policy analysis.

**B. Purpose**

This course is the required advanced social welfare policy course. The course examines alternative models of policy development and applies them to current issues in social welfare. It emphasizes frameworks for policy research and secondary analysis of governmental data. It provides knowledge of social welfare systems and policies, the impact of policy on clients and communities, and the skills of policy analysis as a means to achieving social and economic justice for oppressed groups. A comparative perspective is included.

**II. Course Objectives**

Upon completion of this course, students will be able to

1. Delineate skills in initiating, formulating, implementing and evaluating social welfare policies and programs;
2. Demonstrate knowledge of cross-cultural comparative perspectives of social welfare systems and several models of social policy and program analysis;
3. Describe how political and legislative processes influence social welfare policy and program development;
4. Discuss how social work professionals can affect the formulation, implementation and modification of social policies and service delivery systems;

5. Demonstrate an understanding of how social welfare policy formulation and program development may exclude oppressed groups from participation, and how full participation can be insured;
6. Demonstrate an understanding of how social welfare policy analysis may be used to advance or hinder the pursuit of social and economic justice;
7. Demonstrate the successful application of secondary data sources in the analysis of social welfare policies and services; and
8. Demonstrate critical thinking skills in assessing social need, developing potential social welfare policies and program options, and evaluating current social welfare policies.

### III. Course Content

This course will include the following topical (content) areas:

1. Overview of social policy
2. Governmental social insurance and income maintenance programs
3. Fields of policy practice
4. Alternative welfare programs
5. The use and application of data sources to analyze policies; and
6. Assessing need, developing policies and program options, and evaluating current policies.

### IV. Course Structure

Class formats will vary from session to session, depending on session content. Interactive lectures and discussion will be the primary format; however, in-class exercises, guest speakers, and peer presentations, may play a role in class instruction. Students are expected to complete all readings as assigned, as they are a major source of learning in this course.

***The professor reserves the right to alter readings, course topics, and assignments as needed during the course of the semester to better accommodate learning goals and time constraints.***

### V. Textbooks

Readings are required as noted in the syllabus, and as assigned during the course of the semester. Assigned readings will be available on Blackboard or distributed to students by the professor.

Please note that readings have been purposefully selected to strengthen students' critical thinking and encourage healthy classroom debate; it is not expected that students (or the professor) will agree with all perspectives presented.

In order to stay abreast of current issues, students should read at least one daily newspaper, preferably reflecting diverse political viewpoints. The following are suggested: The Houston Chronicle, The Washington Post, The New York Times, and The Wall Street Journal. International sources, such as BBC News, are also encouraged. Students are encouraged to share articles that complement our class discussions either by bringing them to class or posting them to Blackboard for online discussion.

## VI Course Requirements

The final grade for this course will be based on the following assignments:

Assignment	Percentage of Final Grade
Participation (required)	10%
Pop Quiz Essays	20%
Library Exercise	5%
Social Problem Paper	20%
Policy Advocacy Project/Presentation	20%
Comparative Policy Analysis	25%
TOTAL	100%

All assignments are due by the dates specified above. Late submissions will be accepted for all assignments, however, **the grade value will be reduced by 5% for each day late**, including turning in an assignment after the time deadline on the day it is due. **\*If a pop quiz essay is missed due to absence or lateness, a make up quiz may be allowed at the discretion of the professor, but the grade will be reduced by 20%.**

## VII. Evaluation and Grading

The following standard grading scale has been adopted for all courses taught in the college.

A = 96-100% of the points	C+ = 76-79.9%
A- = 92-95.9%	C = 72-75.9%
B+= 88-91.9%	C- = 68-71.9%
B = 84-87.9%	D = 64-67.9%
B- = 80-83.9%	F = Below 64%

## VIII. Course Schedule and Reading Assignments

(Readings should be completed before class on the day they are scheduled.)

Session	Date	Topic	Readings	Assignments
1	8/25	<p><b>Course Overview</b></p> <p>Introduction to Social Policy and Social Justice</p> <p>Where do you stand on policy issues?</p> <p>Social Policy, Charity and Social Justice</p>		
	9/1	<b>NO CLASS (Labor Day)</b>		
2	9/8	<p><b>Identifying Social Problems &amp; Defining Social Policy</b></p> <p>Defining Social Policy</p> <p>What influences Social Policy?</p> <p>A Reflection in US Social Welfare Policy</p> <p>Linking Social Welfare Policy and Practice</p>	<p>Chambers, D.E. (2000). Analyzing the social problem background of social policies and social programs. In <i>Social Policy and Programs: A Method for the Practical Public Policy Analyst</i> (pp. 7-30). New York: Macmillan.</p> <p>Bardach, E. (2009). <i>A practical guide for policy analysis: The eightfold path to more effective problem solving</i> (3<sup>rd</sup> ed.). Washington, DC: CQ Press. [<b>“Step one: Define the Problem” (pp. 1-10).</b></p> <p>Segal, E.A. (2007). Chapter 3: Conceptual Foundations of Social Welfare Policy. In: <i>Social welfare policy and social programs: A value perspective</i> (pp. 53-72). Belmont, CA: Thomson Brooks/Cole.</p>	

Session	Date	Topic	Readings	Assignments
3	9/15	<p><b>Conducting Policy Research</b></p> <p><b>Social Policy Development</b></p> <p><b>Linking Policy from Micro to Macro Practice Intervention</b></p> <p><i>Library session w/ Irene Ke (Social Work Librarian)</i></p> <p>10:00am-12 Noon</p>	<p>Stone, D. (1997). Symbols. In <i>Policy Paradox: The Art of Political Decision Making</i> (pp. 138-162). New York: W.W. Norton &amp; Company.</p> <p>Jordan-Zachery, J.S. (2001). Black womanhood and social welfare policy: The influence of her image on policy making. <i>Race Relations Abstracts</i>, 26, 3, 5-24.</p> <p><b>10:00 am-</b> Class will meet at the MD Anderson Library, room 10F in the basement</p> <p><b>Prior to class, review:</b> Ke, I. (2005). <i>SOCW 6351 &amp; SOCW 8334 - Social Policy Research</i>. Accessed at: <a href="http://guides.lib.uh.edu/content.php?pid=121190">http://guides.lib.uh.edu/content.php?pid=121190</a></p>	<b>Pop Quiz-Essay-</b> (in class)
4	9/22	<p><b>Conducting Policy Research</b></p> <p><b>Social Policy Development</b></p> <p><b>Linking Policy from Micro to Macro Practice Intervention (cont'd)</b></p> <p><i>Library session w/ Irene Ke (Social Work Librarian)</i></p> <p>10:30-12 Noon</p>	<p>Figueira-McDonough, J. "Policy Practice: The Neglected Side of Social Work Intervention." <i>Social Work</i>, 38, no.2 (1993), 179-188.</p> <p>Stuart (1999). Linking clients and policy: Social work's distinctive contribution: <i>Social Work</i>, 44, 4, 335-347.</p> <p><b>10:30 am-</b> Class will meet at the MD Anderson Library, room 10F in the basement</p>	<b>Library Exercise Due Friday, 9/28</b> (by midnight)
5	9/29	<p><b>Social Workers in the Policy Arena</b></p>	<p>Freeman, I. C. (2004, Spring). Advocacy in aging policy: Working the bills on Capitol Hill(s). <i>Generations</i>, 28, 41- 47.</p> <p>Amidei, N. (2008). Public policy advocacy: Five steps, five strategies, five things to remember, pp 1-8. Seattle, WA: Washington State Coalition Against Domestic Violence.</p> <p>Moye, J. &amp; Rinker. (2002). It's a hard knock life. <i>Harvard Journal on Legislation</i>, 39, 375-394.</p>	<b>Social Problem Identification Paper Due 10/5</b> (by midnight)

Session	Date	Topic	Readings	Assignments
6	10/6	<b>Frameworks for social policy analysis</b>	<p>Segal, E.A. (2007). Chapter 6: Analyzing social welfare policies. In: <i>Social welfare policy and social programs: A value perspective</i> (pp. 120-138). Belmont, CA: Thomson Brooks/Cole.</p> <p>Lagana-Riordan, C. &amp; Aguilar, J.P. (2009). What's missing from No Child Left Behind? A policy analysis from a social work perspective. <i>Children &amp; Schools</i>, 31(3), 135-44.</p>	
7	10/13	<b>Role of Values in Social Policy</b>  <b>Ethics in Policy Practice</b>	<p>Lakoff, G. &amp; Ferguson, S. (2006). <i>The framing of immigration</i>. Berkeley, CA: The Rockridge Institute. Available from: <a href="http://www.cognitivepolicyworks.com/resourcecenter/rethinking-immigration/the-framing-of-immigration">http://www.cognitivepolicyworks.com/resourcecenter/rethinking-immigration/the-framing-of-immigration</a></p> <p>Abramovitz, M. (2001). Everyone is still on welfare: The role of redistribution in social policy. <i>Social Work</i>, 46, 4, 297-308.</p> <p>Thyer, B. A. (2010). Social justice: A conservative perspective, <i>Journal of Comparative Social Welfare</i>, 26, 2, 261 – 274.</p> <p>Jordan-Zachery, J.S. (2001). Black womanhood and social welfare policy: The influence of her image on policy making. <i>Race Relations Abstracts</i>, 26, 3, 5-24.</p>	

Session	Date	Topic	Readings	Assignments
8	10/20	<b>Policy Process: How is policy made?</b>	<p>Jansson, B. (2008). Understanding the ecology of policy in governmental, electoral, community, and agency settings (Chapter 4). In <i>Becoming an Effective Policy Advocate</i> (5th ed.). Pacific Grove, CA: Brooks/Cole/Thomson Learning. <b>[Read only pp. 101-125]</b></p> <p>Popple, P.R. &amp; Leighninger, L. (1998). Politics and social welfare policy (Chapter 6). In <i>The policy-based profession: An introduction to social welfare policy for social workers</i> (pp. 109-133).</p> <p>*An additional news article or case study will also be assigned</p>	<b>Pop Quiz-Essay</b> (in class)
9	10/27	<b>Policy implementation</b>	<p>Stone, D. (1997). Inducements. In <i>Policy Paradox: The Art of Political Decision Making</i> (pp. 265-283). New York: W.W. Norton &amp; Company.</p> <p>Mitchell, T. (2003). If I survive, it will be despite welfare reform: Reflections of a former welfare student. In V. Adair &amp; S. Dahlberg, <i>Reclaiming class: Women, poverty, and the promise of Higher Education in America</i> (pp. 113-118). Philadelphia, PA: Temple University Press.</p> <p>McDonnell, L.M. &amp; Elmore, R.F. (1987). Getting the job done: Alternative policy instruments. <i>Educational Evaluation and Policy Analysis</i>, 9, 2, 133-152.</p> <p>*An additional news article or case study will also be assigned</p>	

Session	Date	Topic	Readings	Assignments
10	11/03	<b>Policy evaluation</b> <b>Understanding policy impacts; inclusion and exclusion policy</b>	<p>Stone, D. (1997). Rules. In <i>Policy Paradox: The Art of Political Decision Making</i> (pp. 284-304). New York: W.W. Norton &amp; Company.</p> <p>Meyers, M., Glaser, B. &amp; MacDonald, K. (1998). On the front lines of welfare delivery: Are workers implementing policy reforms? <i>Journal of Policy Analysis and Management</i>, 17, 1-22.</p> <p>Jaffe, P.G., Crooks, C.V., &amp; Wolfe, D.A. (2003). Legal and policy responses to children exposed to domestic violence: The need to evaluate intended and unintended consequences. <i>Clinical Child and Family Psychology Review</i>, 6, 3, 205-213.</p> <p>Leeman, J. et al. (2012). An evaluation framework for obesity prevention policy interventions. <i>Preventing Chronic Disease</i>, 9: 110322. DOI: <a href="http://dx.doi.org/10.5888/pcd9.110322">http://dx.doi.org/10.5888/pcd9.110322</a></p>	
11	11/10	<b>Social policy advocacy: Using the legislative process</b>	<p>Hinrichsen, G.A. et al. (2010). Influencing public policy to improve the lives of older Americans. <i>Gerontologist</i>, 50(6), 735-743.</p> <p>Schneider, R.L. &amp; Lester, L (2001). Legislative advocacy. In <i>Social Work Advocacy: A New Framework for Action</i> (pp. 241-285). Belmont, CA: Brooks/Cole.</p> <p>Shaw, R. (1996). Coalition activism. In <i>The Activist's Handbook</i> (pp. 81-114). Berkeley, CA: University of California Press.</p> <p>Themba, M.N. (1999). Talking policy: Media and the message. In <i>Making Policy, Making Change</i> (pp. 117-141). Berkeley, CA: Chardon Press.</p> <p>*An additional news article or case study will also be assigned</p>	

Session	Date	Topic	Readings	Assignments
12	11/17	<b>Policy Advocacy Presentations</b>  <b>Special Topic: Health and Mental Health Policy</b>  <b>“Sick Around The World”</b>	Kaiser Family Foundation. (n.d.) Summary of new health reform law, 1-13. Levey, N.N. (2012). Passing the buck-or empowering states? Who will define essential health benefits? <i>Health Affairs</i> , 31, 663-666. Burnam, M., Meredith, L., Tanielian, T. & Jaycox, L. (2009). Mental health care for Iraq and Afghanistan War Veterans. <i>Health Affairs</i> , 28, 3, 771-782.  Begin reading to prepare for Case Study:  Center for Public Policy Priorities. (2011). Poverty 101. <a href="http://www.cppp.org/files/8/2011_11_Poverty101.pdf">http://www.cppp.org/files/8/2011_11_Poverty101.pdf</a>	<b>Policy Advocacy Presentations</b>
	11/24	<b>Social Policy Case Study</b>	Students will select one topic and read all 3 articles for that topic. (articles will be provided on Blackboard) <b>Temporary Assistance to Needy Families</b> <b>Social Security</b> <b>Earned Income Tax Credit</b>  <b>Immigration Reform</b>	<b>You may turn in your Comparative Analysis this week, but it is not officially due until next week.</b>  <b>Policy Advocacy Presentations Cont'd</b>
13	12/1	<b>Social Welfare: An International View</b>  <b>Course Wrap Up</b>	Gatenio Gabel, S. (2012). Social protection and children in developing countries. <i>Children and Youth Services Review</i> , 34, 537-545. Gilbert, N. (2012). A comparative study of child welfare systems: Abstract orientations and concrete results. <i>Children and Youth Services Review</i> , 34, 532-536.	<b>Comparative Analysis due 12/1 (by midnight)</b>
14	12/8	<b>No Class</b>		

## **Assignment Schedule Course Assignments**

The final grade for this course will be based on the following assignments:

### **1) Class Participation – 10%**

Active class participation is expected, and is necessary for optimal student learning. We learn from each other; thus, students are expected to come prepared to discuss the weekly readings, as well as broader themes and/or current events that arise around each session's topic. Debate and discussion of different perspectives is expected; however, students are expected to demonstrate respectful conduct towards one another.

Your participation will be assessed using the following criteria:

1. supporting flow of discussion (sharing appropriate and relevant content, reading and integrating weekly readings, integrating relevant field experiences, and furthering classroom discussion of session topics)
2. being respectful in comments and action (including attendance and arriving on time).
3. sharing at least one news article or an audio or video clip relevant to current policy issues
  - a) leading class discussion of the policy issue in the article/clip.
  - b) providing your perspective on how the policy issue may impact direct practice,
  - c) linking the current policy issue to course content

Assignment	Percentage of Final Grade	Due Date
Participation (required)	10%	continuous
Pop Quiz Essay	10%	9/15 <i>in class</i>
Library Exercise	5%	9/28 <i>by midnight</i>
Social Problem Paper	20%	10/5 <i>by midnight</i>
Pop Quiz Essay	10%	10/20 <i>in class</i>
Policy Advocacy Project/Presentation	20%	Begin 11/17
Comparative Policy Analysis	25%	12/1 <i>by midnight</i>
<b>TOTAL</b>	<b>100%</b>	

## 2) In-Class Assignments- 25%

### Pop Quiz Essay – 20%

At times throughout the semester, the instructor will provide a prompt to the class based on that week's readings. Students will have approximately 10 minutes in class to write down thoughts in response to the prompt, and then will turn their response in to the instructor. The assignment will be assessed based on students' comprehension and application of key concepts from the week's readings.

### Library Exercise – 5%

A brief written exercise on conducting library research related to policy will be provided. Students may complete this assignment during the library session, in conjunction with a librarian, or on your own time.

## 3) Written Assignments- 45%

All written assignments will be graded based on:

1. Adherence to the required guidelines of the assignment (refer to individual rubrics).
2. Quality of analysis and the depth of understanding of the topic.
3. Logical and well-organized presentation of your arguments, and conclusions

- that are clearly drawn from your arguments.
4. Appropriate use of references, using sources beyond those provided by the instructor. It is your responsibility to ensure all sources you cite are credible.
  5. Appropriate grammar and spelling, and evidence the assignment has been proofread.
  6. Students are expected to follow the 6th edition of the APA Publication Manual, use 12 pt. font and page numbers.

### **Social Problem Identification Paper- 20%**

Each student is expected to identify a social problem of interest or concern based on social work practice experience. In a 4-5 page paper, the student must provide a clear definition of the problem, the scope and magnitude of the problem and identify policies in place that address the problem. For a complete list of guidelines for this assignment refer to the rubric.

This assignment must use appropriate references and resources to support your arguments.

### **Comparative Policy Analysis- 25%**

This assignment asks you to compare and contrast the policies from two regions. For example, if you are studying a state or local policy, identify a policy from a different state or locality which attempts to address the same issue/problem. Or if you are studying a national policy, identify a policy that addresses the same issue/problem from a different country.

The assignment includes both completion of a table and a written narrative. A minimum of 4-5 credible sources must be used in the Comparative Policy Analysis. All sources of information both in the table and in the narrative must be cited. Please refer to the guidelines and rubric for a complete listing of the requirements of this assignment.

#### **Part 1: Policy Alternatives Table (see template below)**

Please complete the below table as Part One of your Comparative Policy Analysis assignment. These questions are applicable for most policies. If a specific question is not relevant to your policy, you may skip it. You may also add other aspects of the policy description that are helpful for your comparison. Please include sources for all information in this worksheet in your reference list.

#### **Part 2: Narrative**

Write a narrative (no more than 5 pages, double-spaced) that addresses the following components:

1. Define the social problem.
2. Provide a brief description of the two policies and how each policy attempts to address the social problem.

3. Highlight some of the key similarities and differences between the two regions' policies, referencing the table when necessary.
4. Identify the key strengths and weaknesses of each policy.
5. Discuss what you have learned through your comparison of the two policies.

***\*\*Identify your comparison policy as early as possible – if you are struggling to identify a comparison policy, please schedule a meeting with me or with Irene Ke, the Social Work Librarian.\*\****

#### **4) Presentation- 20 %**

##### **Policy Advocacy Project and Presentation – 20 %**

Students may complete this assignment individually or in groups of up to three students. Students will engage in at least 2-3 forms of *political action* outside of GCSW to advocate for policy change to promote social justice. These actions may be in the form of phone calls, letter- writing, social media campaigns, campaign volunteering (phone calls, door-to-door canvassing, etc.), testimony presentation, rally attendance, meeting with a legislator, etc.

Students will make 10-15 minute class presentations on the policy advocacy effort at the end of the semester. Presentations will be assessed both on the quality of the advocacy project and on the strength of the students' presentation. For a complete list of guidelines please refer to the rubric provided for this assignment.

***Students are strongly encouraged to meet with the professor to receive feedback prior to beginning the project.***

#### **5) Extra Credit**

Extra credit opportunities will be offered at the discretion of the professor and only after a conference with the professor. No extra credit opportunities will be offered until after Week 10 of the semester. Students are strongly encouraged to schedule a conference with the professor prior to Week 10, should they be concerned about their grades. At that time, the professor and student will discuss ways to improve their academic performance in the class.

#### **IX. Policy on grades of I (Incomplete):**

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements.

Students are responsible for informing the instructor immediately of the reasons

for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should not re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements and the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of W.

## **X. Policy on academic dishonesty and plagiarism**

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook..

## **XI. Americans with Disabilities Statement**

Whenever possible, and in accordance with 504/ADA guidelines, the University

of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.

**XII. Addenda:**

**Consultation.** Scheduled office hours are indicated on page 1 of this syllabus and are posted outside of my office door (Office #402). Other times may be arranged by appointment – please contact me by email ([vlucas@uh.edu](mailto:vlucas@uh.edu)) to schedule alternative appointment times. I encourage students to meet with me to discuss assignment topics, questions related to course content, or other topics that arise as a result of course content, assignments, and discussions.

**Course expectations.** Regular, on-time attendance is expected; absences will be reflected in your class participation grade. If you cannot attend class, you are expected to inform me in advance. If you miss class, it is your responsibility to contact fellow students to obtain missed information.

**Blackboard.** The course information and readings are posted on the Blackboard site for this course. Please use Blackboard for submitting assignments and following course announcements. Students are encouraged to post and discuss links or articles relevant to course content on the discussion board in order to strengthen the course learning environment.

**Electronic Devices.** You are expected to conduct yourself as a professional in this class. Distractions should be kept to a minimum, meaning that cell phones should be turned off before class, and no laptops should be utilized during class sessions, except as otherwise permitted by the professor (e.g. for class presentations).