**KENNESAW STATE UNIVERSITY**

**WELLSTAR COLLEGE OF HEALTH AND HUMAN SERVICES**

**DEPARTMENT OF SOCIAL WORK AND HUMAN SERVICES**

**HS3200**

**POLICY AND ADVOCACY, FALL 2020**

**Instructor:** Dr. Cameron Greensmith

**Class Time:** 09/17/20 – 12/06/20

**Location:** D2L

**Semester Credits:** 3 Credit Hours

**Email Address:** [cgreensm@kennesaw.edu](mailto:cgreensm@kennesaw.edu)

**Phone Number:** 1-470-578-6634

**Office:** Prillaman Health Sciences, Room 3309

**Office Hours:** Online using Collaborate Ultra, Teams, or Phone Call; meetings are to be made by appointment



## COURSE DESCRIPTION

This course introduces students to the history, knowledge, and theory of the structure and dynamics of policy in America (CSHSE National Standards, Standard 11). In an effort to promote social change from the “bottom-up,” this course highlights the emergence of policy from the advocacy efforts of service users, organizations, and communities (CSHSE National Standards, Standard 12). The course presents students with skills to analyze, interpret, and ultimately change policies and laws that impact service users, not-for-profit organizations, and service delivery (CSHSE National Standards, Standard 12). The goal of this course is highlight the ways how policy has been mobilized to effect real change for diverse communities, and offer students an opportunity to engage in activism and advocacy in their roles as human service professionals.

## COURSE OBJECTIVES

**Knowledge Objectives**:

1. Describe both rational and political approaches to decision making across a broad array of policies (*CSHSE National Standards* 12g, 13e);
2. Analyze the historical, political, ethical, and economic forces behind current policies of the United States welfare system (*CSHSE National Standards* 13e-g);
3. Define and describe obstacles to effective policy decisions from a policy systems perspective (*CSHSE National Standards, Standards* 13e, 16 a-c);
4. Apply historical information to current policy and discuss how these policies may restrict or broaden policy implementation, public and private liberty, social and economic justice. (*CSHSE National Standards, Standards* 13e &15).

**Value Objectives:**

1. Social policy implications for individuals, families, and communities (*CSHSE National Standards, Standards* 12, 13, 16a & b);
2. Their own values and value conflicts regarding social policies and discuss how these conflicts could impact service delivery (*CSHSE National Standards, Standards* 13, 20a-e);
3. How social policy reflects on their experiences, professional identities, and roles they may serve as potential policy practitioners (*CSHSE National Standards, Standards* 12g, 20a-e).

**Skills Objectives**:

1. Historical development of policy and the impact this history has on current politics and policy development *CSHSE National Standards, Standards* 13, 16 a & b).
2. Policy as a foundation for service delivery in various community settings (*CSHSE National Standards, Standards* 12, 15, 16 a & b, 19 a–g);
3. Professional skills in working as advocates for social change (*CSHSE National Standards, Standards* 12g, 15, 16a & b, 19 a – g, 20a-d).

## APPROACH TO TEACHING AND LEARNING

**This is an ONLINE course** and will meet exclusively online. However, this is a asynchronous course. You will participate in the course using Collaborate Ultra, KSU’s web-based conferencing tool. We will have a weekly meeting on **Fridays at 9:00 AM (starting 08/21/20).**

During the online sessions, we will learning goals and objectives for each weekly module, as well as answer any questions you may have. You will also gain knowledge that should inform later assignments and activities. The online modules will run on a weekly schedule (each module will begin on Mondays at 12:00 AM). Your schedule will outline the topic for each module. Your quizzes, course content, and assignments are visible in the course room.

## THE SYLLABUS

This syllabus acts as a contract between you and me. You should use this document as your first guide/reference for questions related to this course. Please read it carefully, prior to the start of this course.

Additional Course readings and supplemental readings are found on [Desire to Learn Brightspace (D2L)](http://d2l.kennesaw.edu/). To log in you will need your current KSU NetID. The D2L course site will be used to provide you with an opportunity to monitor your grades, engage in enriched discussion, post newspaper articles or blog posts regarding policy changes occurring in real time, and access additional course materials (e.g., supplementary readings, assignment rubrics and examples). I will also be using D2L to communicate with the entire class—either through your email or the announcements tab.

## COMMUNICATION WITH THE PROFESSOR

**Assignment and Discussion Post Turn Around:** I strive to return your graded assignments within 14 business days of receipt.

**Collaborate Ultra:** Collaborate Ultra is an interactive collaboration tool that integrates into D2L Brightspace. With Collaborate Ultra, you can have live, two-way interaction with your professor and classmates, share media, and give presentations.

**Desire to Learn Brightspace:** D2L is an essential component of this course. It also serves as a resource where you can communicate with your classmates and the professor about course content and any related questions. It will include postings on all the class assignments, lecture notes, and helpful guides.

**Email Policy (you must follow all guidelines below):**

1. All emails must include in the subject line: 1) the course number; and, 2) a concise statement of purpose (e.g., **<insert course name> Appointment**). Otherwise, your email will likely be deleted. ***I will not respond to emails through D2L. Please use my @kennesaw.edu email.***
2. Please, also, include a salutation (**e.g., Hi <Instructor First Name>, or Dear Dr. Professor’s Last Name>**), so I know the email is meant for me, and a closing signature (**e.g., Thank you, or Regards, <insert name here>**). It is good practice to write your emails respectfully and I will return the same courtesy to you.
3. Please make sure you consult the course syllabus and any other handouts BEFORE submitting inquiries by email.
4. Email communications should not be seen as an alternative to meeting with the professor. It is not permissible to use emails as a mechanism to receive private tutorials or to receive information on any material that was covered in classes that you have missed.
5. I will do my best to respond to emails of immediate need within 48 hours. This only applies Monday to Friday during business hours (9am – 5pm). In an effort to cultivate a work-life balance, I will not respond to student emails in the evenings or on weekends. If you do not receive a reply after 48 hours, please resubmit your inquiry.

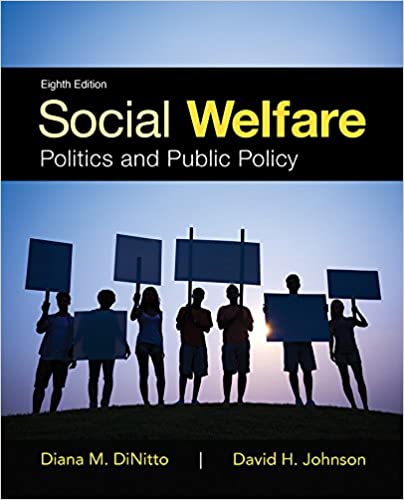
**Feedback:** I love getting feedback on my teaching and how the class is going. I value your input and I am often willing to make changes to enhance your learning. Please share with me any comments, suggestions, and ideas you may have. If you would like to do so anonymously, you can submit a note (typed or hand written) in my mailbox.

**Grading Inquires:** All inquiries/disagreements regarding grades will be handled during my office hours or at another mutually agreeable time. Under no circumstance will grades be discussed immediately before, during, or after class.

Requests for re-grade should be submitted to the professor within 7 days of the assignment being returned. Students will take 24 hours to review their assignment, the assignment expectations, and feedback given before submitting email inquiries. Students should submit a one-page explanation detailing the reason as to why a re-grade is required and the original assignment. In writing this explanation, students must refer to the feedback they have already been given on the assignment, the assignment examples provided by the professor, and the assignment expectations outlined in the syllabus. Students must note that any re-grade has the potential to increase or decrease the overall mark of the assignment in question.

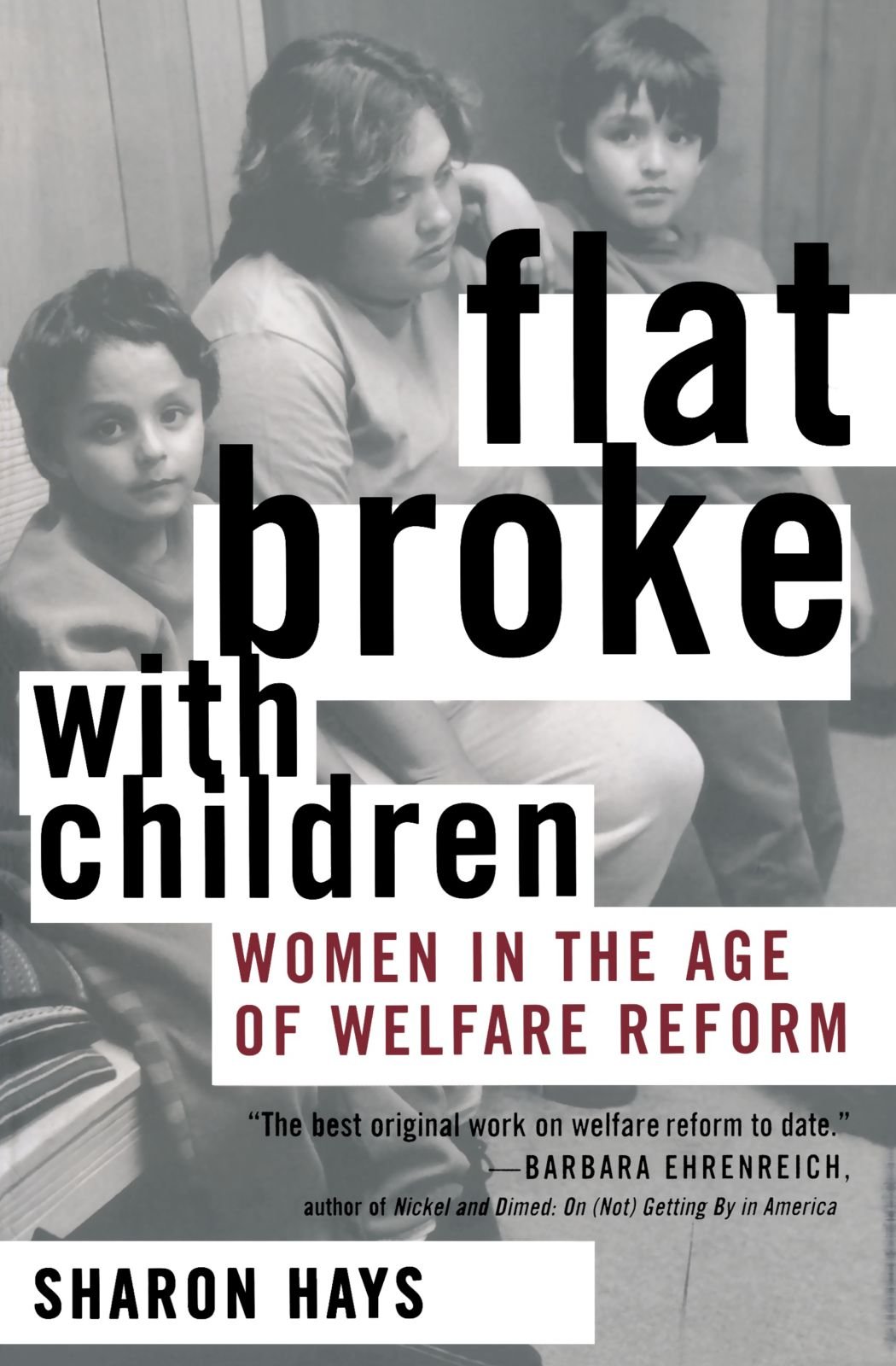
## COURSE MATERIALS

**Required Text:**

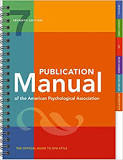


DiNitto, D.M., & Johnson, D.H. (2016). *Social Welfare: Politics and Public Policy, 8th ed.* Boston: Allyn & Bacon.

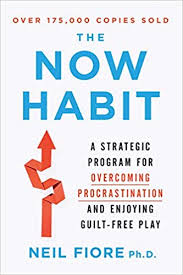
# Book Review Text:

Hays, S. (2004). *Flat broke with children: Women in the age of welfare reform*. Oxford University Press.

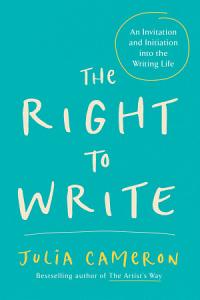
# Recommended: *APA Citation Style*

American Psychological Association. (2019). *Publication Manual of the American Psychological Association, 7th Edition*. Washington, DC: American Psychological Association.

# Recommended: *Procrastination*

Fiore, N. A. (2007). *The now habit: A strategic program for overcoming procrastination and enjoying guilt-free play*. Penguin.

**Recommended:** ***Writing***



Cameron, J. (1999). *The right to write: An invitation and initiation into the writing life*. Penguin.

## ASSIGNMENTS

**Assignment Breakdown Due Date Percentage**

1. Information Sheet Module 1 5%

2. 6 Discussion Posts Ongoing 30%

3.Tests Module 7, 11 25%

1. Book Review First Draft Module 13 P/F
2. Book Review Final Draft Module 15 35%

6. Reflection Module 15 5%

**Total 100%**

**Grading:** A total of 100 percent is possible in the course and will be assigned on the basis of:

A = 90 points

B = 80-89 points

C = 70-79 points

D = 60-79 points

F = Below 60 points

**Rounding:** There will be no rounding of individual assignment grades during the semester; however, the final grade will be rounded, with grades .5 or above rounded up. For example, a 74.5 is 75, and a 74.4 is 74.

**Late Assignments:** The professor expects that all assignments will be submitted by their posted due date. Late assignments will receive a late penalty of 5% per day, including weekends (Saturday, Sunday, and Holidays). Please make arrangements for an alternate due date, if required, by communicating directly with me. Decisions regarding the acceptance of late assignments will be made at the discretion of the professor. **Assignments handed in late will not receive any written feedback**

## ASSIGNMENT EXPLANATION

**1. Student Information Sheet (5%)**

Fill out the student information sheet survey available through D2L by **08/17/20** at 11:59pm.

**2. Discussion Posts (5% x 6 = 30%):**

Beginning **Module 2**,you will have an opportunity to contextualize and synthesize your learning and readings within an online discussion format. The online discussion will occur for a seven-day time period, ending on Sunday at 11:59pm. Late submission that occurs outside of this **weekly time frame *will not be considered or graded***. Discussions and responses should be reflective of the course themes, module materials, readings and be a chance for you to work toward your final project submission. As our learning progresses, it is strongly encouraged to make connections across the weeks by attending to perspectives, theories, or ideas that are contradictory and/or complementary to the discussion board theme. Discussion post rubric is available on D2L.

**Discussion Board Themes:**

1. Budgets: Module 2
2. Social Justice: Module 3
3. Disability: Module 6
4. Writing a Book Review: Module 7
5. Health Policy: Module 9
6. School-to-Prison Pipeline: Module 10

***In evaluating your discussion posts, I will be looking for:***

1. Critical and effective engagement with course readings (Use of a minimum of 2 readings, concepts, ideas, etc., required). (3.5)
2. Proper spelling, grammar, punctuation, and APA (7th edition). (0.5)
3. Responds to at least two of your colleagues (1).

**Note:** Responses must move beyond being positive or affirming. Instead, you might: ask a question or make a significant connection to a concept or idea from a reading, video, podcast, or website.

**3. Tests (#1—15%; #2—10%):**

You will have two tests. Both tests will consist of a mixture of true false and multiple-choice questions.

**4. Book Review (35%):**

***Students will write a 10-12 page book review of:***

Hays, S. (2004). *Flat broke with children: Women in the age of welfare reform*. Oxford University Press.

Students must move beyond summation and critically address how policy is addressing (or not) the needs of diverse service users. You must refer to at least **six academic course texts**. (e.g., the chapters in DiNitto & Johnson as well as supplementary readings and other materials should be engaged). No outside materials are allowed. The assignment must follow the proper formatting guidelines set out in the syllabus. Draft copes are due on 11/15/20 and the final draft is due on **12/6/20**. Assignment rubric and examples will be available on D2L.

|  |  |
| --- | --- |
| **Introduction** | * What background information is necessary to include for the reader to understand your interpretation of the book? * What is the author’s thesis (e.g., the major argument—“In this book I will argue…”)? |
| **Arguments** | * What are the secondary arguments made used to support the author’s thesis? (***It is imperative that you move beyond the introductory chapter here***) * What types of evidence are presented to the reader? (e.g., does the author use statistical interview data from service users?) |
| **Evaluation** | * What perspectives, approaches, and/or questions have been made? Can the arguments the author has made be extended, challenged, or supported by course materials? |
| **Implications** | * How does this book help in critically understanding policy analysis, implementation, and the resulting effects on diverse populations? |
| **Conclusion** | * What contributions does this book make? Would you recommend this to a friend, colleague, or supervisor? Why? If not, why? Are there any specific limitations of the book (e.g., did the author leave out racialized populations, were women/trans people not interviewed)? |

1. **Student Reflection (5%)**

**After completing your take home exam, you are to submit an individual reflection responding to the following prompts:**

1. How has the human services program/classes (prior to this class) aided in your success in ***this*** class?
2. Were there any course materials, readings, guest lectures, or discussions that were particularly helpful in applied research in the human services?
3. What advocacy or other skills did you develop? Did your current knowledge on a particular phenomenon, issue, research method, or context get stretched or expanded?
4. How might the knowledge, skills, etc., you develop in this class aid in the profession, workforce, or graduate school?
5. Were there any pitfalls, issues, or concerns that prohibited your learning?
6. Is there anything else you would like to share?

Reflections should be approximately 1-2 pages single spaced. are to be submitted on D2L on **12/6/20 at 11:59pm.**

## WRITING SUPPORT

**Formatting and Referencing:** Please ensure assignments have been edited for grammar, spelling, and readability. Assignments need to follow proper APA formatting: 12-point Times New Roman font, double-spaced text, 1-inch margins, page numbers, and a title page. Referencing in all assignments for this course should follow the APA author-date style (7th edition).

***In-Text Paraphrasing Example:*** [text] (Author’s Last Name, 2015) or Author’s Last Name (2015) stated, [text].

***In-Text Quoting Example:*** “direct quote” (Author’s Last Name, 2015, p. #) or Author’s Last Name (2015) stated, “direct quote” (p. #).

**Writing Support: Kennesaw State University has a** [Writing Centre](http://writingcenter.kennesaw.edu/) **that offers writing support and workshops. We all, even the most skilled of writers, can use support with our writing. Please plan ahead when writing and make use of this valuable (and FREE!) resource:**

## WEEKLY CONTENT

**Module 1: 08/17- 08/23**

**Course Introductions and Overview**

***Due: Student Information Sheet (5%) and Introduce Yourself***

***Course Objectives:***

**Knowledge Objectives**:

1. Describe both rational and political approaches to decision making across a broad array of policies (*CSHSE National Standards* 12g, 13e);
2. Analyze the historical, political, ethical, and economic forces behind current policies of the United States welfare system (*CSHSE National Standards* 13e-g);
3. Define and describe obstacles to effective policy decisions from a policy systems perspective (*CSHSE National Standards, Standards* 13e, 16 a-c);
4. Apply historical information to current policy and discuss how these policies may restrict or broaden policy implementation, public and private liberty, social and economic justice. (*CSHSE National Standards, Standards* 13e &15).

**Value Objectives:**

1. Social policy implications for individuals, families, and communities (*CSHSE National Standards, Standards* 12, 13, 16a & b);
2. Their own values and value conflicts regarding social policies and discuss how these conflicts could impact service delivery (*CSHSE National Standards, Standards* 13, 20a-e);
3. How social policy reflects on their experiences, professional identities, and roles they may serve as potential policy practitioners (*CSHSE National Standards, Standards* 12g, 20a-e).

**Skills Objectives**:

1. Historical development of policy and the impact this history has on current politics and policy development *CSHSE National Standards, Standards* 13, 16 a & b).
2. Policy as a foundation for service delivery in various community settings (*CSHSE National Standards, Standards* 12, 15, 16 a & b, 19 a–g);
3. Professional skills in working as advocates for social change (*CSHSE National Standards, Standards* 12g, 15, 16a & b, 19 a – g, 20a-d).

***Module Objectives:***

1. Explain the five steps of constructively engaging our classroom through the deployment of social justice.

2. Describe how calling in can positively shape our experiences in this classroom and our goals in becoming human service workers.

3. Discuss how different mindsets can shape students approach to individual and community learning.

DiAngelo, R., & Sensoy, Ö. (2014). [Leaning in: A student’s guide to engaging constructively with social justice content](http://www.radicalpedagogy.org/radicalpedagogy.org/Leaning_In__A_Students_Guide_To_Engaging_Constructively_With_Social_Justice_Content.html). *Radical Pedagogy*, Winter, *11*(1).

Popova, M. [Fixed vs. Growth: The Two Basic Mindsets that Shape Our Lives](https://www.brainpickings.org/2014/01/29/carol-dweck-mindset/?fbclid=IwAR30x8Bymg6tHzy1QAYgwIQJs8fOF7MlhSAMjfr4P60j9R5vDB_n5AI1vFg). *brainpickings*.

Trần, N. L. (2013, December 18). [Calling IN: A Less Disposable Way of Holding Each Other Accountable](http://www.blackgirldangerous.org/2013/12/calling-less-disposable-way-holding-accountable/). *Black Girl Dangerous.*

**Module 2: 08/24 – 08/30**

**What is Policy?**

***Due: Discussion #1 on State of Georgia Budget (5%)***

***Course Objectives:***

**Knowledge Objectives**:

1. Describe both rational and political approaches to decision making across a broad array of policies (*CSHSE National Standards* 12g, 13e);
2. Analyze the historical, political, ethical, and economic forces behind current policies of the United States welfare system (*CSHSE National Standards* 13e-g);
3. Define and describe obstacles to effective policy decisions from a policy systems perspective (*CSHSE National Standards, Standards* 13e, 16 a-c);
4. Apply historical information to current policy and discuss how these policies may restrict or broaden policy implementation, public and private liberty, social and economic justice. (*CSHSE National Standards, Standards* 13e &15).

**Value Objectives:**

1. Social policy implications for individuals, families, and communities (*CSHSE National Standards, Standards* 12, 13, 16a & b);
2. Their own values and value conflicts regarding social policies and discuss how these conflicts could impact service delivery (*CSHSE National Standards, Standards* 13, 20a-e);
3. How social policy reflects on their experiences, professional identities, and roles they may serve as potential policy practitioners (*CSHSE National Standards, Standards* 12g, 20a-e).

**Skills Objectives**:

1. Historical development of policy and the impact this history has on current politics and policy development *CSHSE National Standards, Standards* 13, 16 a & b).
2. Policy as a foundation for service delivery in various community settings (*CSHSE National Standards, Standards* 12, 15, 16 a & b, 19 a–g);
3. Professional skills in working as advocates for social change (*CSHSE National Standards, Standards* 12g, 15, 16a & b, 19 a – g, 20a-d).

***Module Objectives:***

1. Explain the steps of the policymaking process.
2. Describe how different ideologies shape social welfare policy.
3. Explain how the federal government and state governments acquire funds and allocate funds for functioning.
4. Discuss how politics, history, and culture can impact in the policymaking process.

***Required Reading:***

DiNitto, D.M., & Johnson, D.H. (2016). Introduction: Politics, Rationalism, and Social Welfare Policy. In *Social Welfare: Politics and Public Policy, 8th ed.* (pp. 1 – 14) Boston: Allyn & Bacon.

DiNitto, D.M., & Johnson, D.H. (2016). Chapter 1: Politics and Policymaking Process. In *Social Welfare: Politics and Public Policy, 8th ed.* (pp. 15 – 38) Boston: Allyn & Bacon.

**Recommended Reading:**

DiNitto, D.M., & Johnson, D.H. (2016). Chapter 3: Politics and the History of Social Welfare Policy. In *Social Welfare: Politics and Public Policy, 8th ed.* (pp. 73 – 106) Boston: Allyn & Bacon.

**Module 3: 08/31 – 09/06**

**Social Policy, Social Justice, and Social Change**

***Due: Discussion #2 on Social Justice, Human Services, and Policy Advocacy (5%)***

***Course Objectives:***

**Knowledge Objectives**:

1. Describe both rational and political approaches to decision making across a broad array of policies (*CSHSE National Standards* 12g, 13e);
2. Analyze the historical, political, ethical, and economic forces behind current policies of the United States welfare system (*CSHSE National Standards* 13e-g);
3. Define and describe obstacles to effective policy decisions from a policy systems perspective (*CSHSE National Standards, Standards* 13e, 16 a-c);
4. Apply historical information to current policy and discuss how these policies may restrict or broaden policy implementation, public and private liberty, social and economic justice. (*CSHSE National Standards, Standards* 13e &15).

**Value Objectives:**

1. Social policy implications for individuals, families, and communities (*CSHSE National Standards, Standards* 12, 13, 16a & b);
2. Their own values and value conflicts regarding social policies and discuss how these conflicts could impact service delivery (*CSHSE National Standards, Standards* 13, 20a-e);
3. How social policy reflects on their experiences, professional identities, and roles they may serve as potential policy practitioners (*CSHSE National Standards, Standards* 12g, 20a-e).

**Skills Objectives**:

1. Historical development of policy and the impact this history has on current politics and policy development (*CSHSE National Standards, Standards* 13, 16 a & b).
2. Policy as a foundation for service delivery in various community settings (*CSHSE National Standards, Standards* 12, 15, 16 a & b, 19 a–g);
3. Professional skills in working as advocates for social change (*CSHSE National Standards, Standards* 12g, 15, 16a & b, 19 a – g, 20a-d).

***Module Objectives:***

1. Explain the ways utility of social justice within the human services profession.
2. Describe the relationship social justice has to alliance building and advocacy within the human services profession.
3. Discuss the ways understanding oppression can aid in understanding complexities in policy-making and policy advocacy.

***Required Reading:***

Bishop, A. (2002). [Becoming an Ally](https://galileo-usg-ksu-primo.hosted.exlibrisgroup.com/primo-explore/openurl?u.ignore_date_coverage=true&rft.mms_id=997853868702954&vid=KSU_V1&institution=KSU&url_ctx_val=&url_ctx_fmt=null&isSerivcesPage=true). In *Becoming An Ally: Breaking the Cycle of Oppression in People.* (pp. 109 – 122). Nova Scotia: Fernwood Publishing.

Hackman, H. W. (2005). [Five essential components for social justice education](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=eue&AN=507800125&site=eds-live&scope=site&custid=ken1). *Equity & Excellence in Education*, *38*(2), 103-109.

Piven, F. F. (2008). [Can Power from Below Change the World?](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=edsjsr&AN=edsjsr.25472511&site=eds-live&scope=site&custid=ken1) *American Sociological Review, 73*, 1-14.

***Recommended Reading:***

Reisch, M. (2002). [Defining social justice in a socially unjust world.](https://journals.sagepub.com/doi/pdf/10.1606/1044-3894.17) *Families in Society: The Journal of Contemporary Social Services*, *83*(4), 343-354.

**Module 4: 09/07 – 09/13**

**Analyzing, Implementing, and Evaluating Policy**

***Course Objectives:***

**Knowledge Objectives**:

1. Describe both rational and political approaches to decision making across a broad array of policies (*CSHSE National Standards* 12g, 13e);
2. Analyze the historical, political, ethical, and economic forces behind current policies of the United States welfare system (*CSHSE National Standards* 13e-g);
3. Define and describe obstacles to effective policy decisions from a policy systems perspective (*CSHSE National Standards, Standards* 13e, 16 a-c);
4. Apply historical information to current policy and discuss how these policies may restrict or broaden policy implementation, public and private liberty, social and economic justice. (*CSHSE National Standards, Standards* 13e &15).

**Value Objectives:**

1. Social policy implications for individuals, families, and communities (*CSHSE National Standards, Standards* 12, 13, 16a & b);
2. Their own values and value conflicts regarding social policies and discuss how these conflicts could impact service delivery (*CSHSE National Standards, Standards* 13, 20a-e);
3. How social policy reflects on their experiences, professional identities, and roles they may serve as potential policy practitioners (*CSHSE National Standards, Standards* 12g, 20a-e).

**Skills Objectives**:

1. Historical development of policy and the impact this history has on current politics and policy development (*CSHSE National Standards, Standards* 13, 16 a & b).
2. Policy as a foundation for service delivery in various community settings (*CSHSE National Standards, Standards* 12, 15, 16 a & b, 19 a–g);
3. Professional skills in working as advocates for social change (*CSHSE National Standards, Standards* 12g, 15, 16a & b, 19 a – g, 20a-d).

***Module Objectives:***

1. Explain the political ramifications of policy analysis, evaluation, and implementation.
2. Describe both the rational and the political models of policy evaluation.
3. Discuss the types of research designs that may be used in the evaluation of social welfare policies.

DiNitto, D.M., & Johnson, D.H. (2016). Chapter 2: Analyzing, Implementing, and Evaluating Social Welfare Policy. In *Social Welfare: Politics and Public Policy, 8th ed.* (pp. 39 – 72) Boston: Allyn & Bacon.

**Module 5: 09/14 – 09/20**

**Preventing and Ending Poverty**

***Course Objectives:***

**Knowledge Objectives**:

1. Describe both rational and political approaches to decision making across a broad array of policies (*CSHSE National Standards* 12g, 13e);
2. Analyze the historical, political, ethical, and economic forces behind current policies of the United States welfare system (*CSHSE National Standards* 13e-g);
3. Define and describe obstacles to effective policy decisions from a policy systems perspective (*CSHSE National Standards, Standards* 13e, 16 a-c);
4. Apply historical information to current policy and discuss how these policies may restrict or broaden policy implementation, public and private liberty, social and economic justice. (*CSHSE National Standards, Standards* 13e &15).

**Value Objectives:**

1. Social policy implications for individuals, families, and communities (*CSHSE National Standards, Standards* 12, 13, 16a & b);
2. Their own values and value conflicts regarding social policies and discuss how these conflicts could impact service delivery (*CSHSE National Standards, Standards* 13, 20a-e);
3. How social policy reflects on their experiences, professional identities, and roles they may serve as potential policy practitioners (*CSHSE National Standards, Standards* 12g, 20a-e).

**Skills Objectives**:

1. Historical development of policy and the impact this history has on current politics and policy development (*CSHSE National Standards, Standards* 13, 16 a & b).
2. Policy as a foundation for service delivery in various community settings (*CSHSE National Standards, Standards* 12, 15, 16 a & b, 19 a–g);
3. Professional skills in working as advocates for social change (*CSHSE National Standards, Standards* 12g, 15, 16a & b, 19 a – g, 20a-d).

***Module Objectives:***

1. Explain ways poverty is measured and defined in the United States.
2. Discuss theories of poverty and their impact on policy advocacy..
3. Discuss the relationship between policy advocacy and social security.

DiNitto, D.M., & Johnson, D.H. (2016). Chapter 4: Ending Poverty: Is It an Issue Anymore? In *Social Welfare: Politics and Public Policy, 8th ed.* (pp. 107 – 152) Boston: Allyn & Bacon.

DiNitto, D.M., & Johnson, D.H. (2016). Chapter 5: Preventing Poverty: Social Insurance and Personal Responsibility. In *Social Welfare: Politics and Public Policy, 8th ed.* (pp. 153 – 194) Boston: Allyn & Bacon.

**Module 6: 09/21 – 09/27**

**Policy, Advocacy, and Disability**

***Due: Discussion #3 on Disability Policy and Advocacy (5%)***

***Course Objectives:***

**Knowledge Objectives**:

1. Describe both rational and political approaches to decision making across a broad array of policies (*CSHSE National Standards* 12g, 13e);
2. Analyze the historical, political, ethical, and economic forces behind current policies of the United States welfare system (*CSHSE National Standards* 13e-g);
3. Define and describe obstacles to effective policy decisions from a policy systems perspective (*CSHSE National Standards, Standards* 13e, 16 a-c);
4. Apply historical information to current policy and discuss how these policies may restrict or broaden policy implementation, public and private liberty, social and economic justice. (*CSHSE National Standards, Standards* 13e &15).

**Value Objectives:**

1. Social policy implications for individuals, families, and communities (*CSHSE National Standards, Standards* 12, 13, 16a & b);
2. Their own values and value conflicts regarding social policies and discuss how these conflicts could impact service delivery (*CSHSE National Standards, Standards* 13, 20a-e);
3. How social policy reflects on their experiences, professional identities, and roles they may serve as potential policy practitioners (*CSHSE National Standards, Standards* 12g, 20a-e).

**Skills Objectives**:

1. Historical development of policy and the impact this history has on current politics and policy development *CSHSE National Standards, Standards* 13, 16 a & b).
2. Policy as a foundation for service delivery in various community settings (*CSHSE National Standards, Standards* 12, 15, 16 a & b, 19 a–g);
3. Professional skills in working as advocates for social change (*CSHSE National Standards, Standards* 12g, 15, 16a & b, 19 a – g, 20a-d).

***Module Objectives:***

1. Describe the policy and advocacy organizations define disability.
2. Explain the differences between disability justice and disability rights.
3. Define the ways people with disabilities (or disabled people) experience oppression within different policy sectors.

***Required Reading:***

DiNitto, D.M., & Johnson, D.H. (2016). Chapter 6: Disability Policy: Embracing a Civil Rights Perspective. In *Social Welfare: Politics and Public Policy, 8th ed.* (pp. 195 – 236) Boston: Allyn & Bacon.

Royea, A. J., & Appl, D. J. (2009). [Every voice matters: The importance of advocacy](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=edsovi&AN=edsovi.00045998.200937020.00001&site=eds-live&scope=site&custid=ken1). *Early Childhood Education Journal*, *37*(2), 89-91.

Withers, A. J. (2012). For Us, Not With Us: The Charity Model. In *Disability Politics and Theory*. (pp. 31 – 56). Halifax: Fernwood Publishing. **[pdf available in module]**

**Module 7: 09/28 – 10/04**

**Writing a Book Review**

***Due: Test #1 (15%)***

***Due: Discussion #4 on Writing Book Reviews and “Flat Broke” (5%)***

***Course Objectives:***

**Knowledge Objectives**:

1. Describe both rational and political approaches to decision making across a broad array of policies (*CSHSE National Standards* 12g, 13e);
2. Analyze the historical, political, ethical, and economic forces behind current policies of the United States welfare system (*CSHSE National Standards* 13e-g);
3. Define and describe obstacles to effective policy decisions from a policy systems perspective (*CSHSE National Standards, Standards* 13e, 16 a-c);
4. Apply historical information to current policy and discuss how these policies may restrict or broaden policy implementation, public and private liberty, social and economic justice. (*CSHSE National Standards, Standards* 13e &15).

**Value Objectives:**

1. Social policy implications for individuals, families, and communities (*CSHSE National Standards, Standards* 12, 13, 16a & b);
2. Their own values and value conflicts regarding social policies and discuss how these conflicts could impact service delivery (*CSHSE National Standards, Standards* 13, 20a-e);
3. How social policy reflects on their experiences, professional identities, and roles they may serve as potential policy practitioners (*CSHSE National Standards, Standards* 12g, 20a-e).

**Skills Objectives**:

1. Historical development of policy and the impact this history has on current politics and policy development *CSHSE National Standards, Standards* 13, 16 a & b).
2. Policy as a foundation for service delivery in various community settings (*CSHSE National Standards, Standards* 12, 15, 16 a & b, 19 a–g);
3. Professional skills in working as advocates for social change (*CSHSE National Standards, Standards* 12g, 15, 16a & b, 19 a – g, 20a-d).

***Module Objectives:***

1. Explain the essential components to developing, crafting, and writing an academic review.

2. Describe the ways undergraduate students can incorporate their voice in an academic review.

3. Discuss, substantiate, and develop a strong research question aimed at distilling the main purpose of Hays’ book *Flat Broke*.

***Required Reading:***

[Flat Broke with Children [Lecture]](https://www.c-span.org/video/?173561-1/flat-broke-children-women-age-welfare-reform)

Hays, S. (2004). Chapter 1: Money and Morality. *Flat broke with children: Women in the age of welfare reform*. Oxford University Press.

[How to Write Academic Reviews](https://www.trentu.ca/academicskills/how-guides/how-write-university/how-approach-any-assignment/how-write-academic-reviews)

[How to Write an Academic Book Review](https://wendybelcher.com/writing-advice/how-to-write-book-review/)

Lee, A. D., Green, B. N., Johnson, C. D., & Nyquist, J. (2010). [How to write a scholarly book review for publication in a peer-reviewed journal: a review of the literature](https://watermark.silverchair.com/1042-5055-24_1_57.pdf?token=AQECAHi208BE49Ooan9kkhW_Ercy7Dm3ZL_9Cf3qfKAc485ysgAAAp4wggKaBgkqhkiG9w0BBwagggKLMIIChwIBADCCAoAGCSqGSIb3DQEHATAeBglghkgBZQMEAS4wEQQMZxnC1HrSAKqDFP0VAgEQgIICUWXQ2TOJPxXDk-XUpZv6hqHFxtenGq0HJvkCsujPATCbTAnpmOfOJKR9e_mqj9aV3qqcA-3RqLHXOiVJRUnLK_DvOlgMNWMegfEHKztgrMmhm3TtSodFboQVqtbGWHU70wFJuKWaSqSxtMYgRkgnOP95oLFj7GJlzvMu7JD7PntrluRWQZshlhtwF1o-iU1kaM4Epi_aQPA-gL50RUntUUtg45bgGxQFyfXBXZwMCEZf1b-2a19at4rP1lcXAgfZvQ2jRFZM0DBskIqceA2bsVAhe730n6Yw5GJ8nEhe8XcXVN2z8PkaKix5uX68zXzoWcxrGRq0kVRFOnLaHMsTwl3l1rs-OycpEOfj7E_CmZsYwXj4rf7pAq8PAlnF4jPNepHQSO62mRibT64Y0P41nTzNGNNh4psPXZmgIwWgKUap5TBApeeMfbeUVv15KUam5iztaloPj9kKtxFzv_O6Njvi0qqlaBy_UaAYSOTqxjTBWYttz_W-Rm3VfR_11PqXSZUMwelTuCkp6Vm56z5rxDHCjNfqgIuY0i4CvkxIENBBB8NnwjfQFM_XI_wICHlwhOJQjBCEqJj0ojg3lvZaE1hHEx6sclK37-wB-eYeCyVb1_CPcdPpc5oh3gGlm2l6B8ZqG5qKpkz_MiRejz8fL0tpCicP9ZW116q_Fsn8aiOsilXHoQs0KIJblp6x24QhxP-gLe3Erp79sHn34Ez6EOu34m-LeDvsn_6FUvK_awZHHDxewR0INPXdzkvZW7p_y6KwP12Puh9mEmo9u6pR84zq). *Journal of Chiropractic Education*, *24*(1), 57-69.

[Purpose of a Book Review](https://libguides.usc.edu/c.php?g=235208&p=1560694)

**Module 8: 10/05 – 10/11**

**Thinking about Children and Families**

***Course Objectives:***

**Knowledge Objectives**:

1. Describe both rational and political approaches to decision making across a broad array of policies (*CSHSE National Standards* 12g, 13e);
2. Analyze the historical, political, ethical, and economic forces behind current policies of the United States welfare system (*CSHSE National Standards* 13e-g);
3. Define and describe obstacles to effective policy decisions from a policy systems perspective (*CSHSE National Standards, Standards* 13e, 16 a-c);
4. Apply historical information to current policy and discuss how these policies may restrict or broaden policy implementation, public and private liberty, social and economic justice. (*CSHSE National Standards, Standards* 13e &15).

**Value Objectives:**

1. Social policy implications for individuals, families, and communities (*CSHSE National Standards, Standards* 12, 13, 16a & b);
2. Their own values and value conflicts regarding social policies and discuss how these conflicts could impact service delivery (*CSHSE National Standards, Standards* 13, 20a-e);
3. How social policy reflects on their experiences, professional identities, and roles they may serve as potential policy practitioners (*CSHSE National Standards, Standards* 12g, 20a-e).

**Skills Objectives**:

1. Historical development of policy and the impact this history has on current politics and policy development *CSHSE National Standards, Standards* 13, 16 a & b).
2. Policy as a foundation for service delivery in various community settings (*CSHSE National Standards, Standards* 12, 15, 16 a & b, 19 a–g);
3. Professional skills in working as advocates for social change (*CSHSE National Standards, Standards* 12g, 15, 16a & b, 19 a – g, 20a-d).

***Module Objectives:***

1. Describe policies designed to assist needy families, including historical efforts surrounding benefit eligibility.
2. Explain the policy initiatives and advocacy efforts used to support children and families.
3. Define the ways race and racism impact families accessing government service and supports.

***Required Reading:***

DiNitto, D.M., & Johnson, D.H. (2016). Chapter 7: Helping Needy Families. In *Social Welfare: Politics and Public Policy, 8th ed.* (pp. 237 – 280) Boston: Allyn & Bacon

Ferguson, A. A. (2001). [*Mothering*](https://galileo-usg-ksu-primo.hosted.exlibrisgroup.com/primo-explore/openurl?u.ignore_date_coverage=true&rft.mms_id=997812647502954&vid=KSU_V1&institution=KSU&url_ctx_val=&url_ctx_fmt=null&isSerivcesPage=true). In Bad Boys: Public Schools in the Making of Black Masculinity. (pp. 134 – 162). Ann Arbor, MI: University of Michigan Press.

Opara, I., Lardier Jr, D. T., Reid, R. J., & Garcia-Reid, P. (2019). [“It All Starts With the Parents”: A Qualitative Study on Protective Factors for Drug-Use Prevention Among Black and Hispanic Girls.](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6655418/) *Affilia*, *34*(2), 199-218.

**Module 9: 10/12 – 10/18**

**Healthcare in the Trump Era?**

***Due: Discussion #5 on “Growing Up Trans” (5%)***

***Course Objectives:***

**Knowledge Objectives**:

1. Describe both rational and political approaches to decision making across a broad array of policies (*CSHSE National Standards* 12g, 13e);
2. Analyze the historical, political, ethical, and economic forces behind current policies of the United States welfare system (*CSHSE National Standards* 13e-g);
3. Define and describe obstacles to effective policy decisions from a policy systems perspective (*CSHSE National Standards, Standards* 13e, 16 a-c);
4. Apply historical information to current policy and discuss how these policies may restrict or broaden policy implementation, public and private liberty, social and economic justice. (*CSHSE National Standards, Standards* 13e &15).

**Value Objectives:**

1. Social policy implications for individuals, families, and communities (*CSHSE National Standards, Standards* 12, 13, 16a & b);
2. Their own values and value conflicts regarding social policies and discuss how these conflicts could impact service delivery (*CSHSE National Standards, Standards* 13, 20a-e);
3. How social policy reflects on their experiences, professional identities, and roles they may serve as potential policy practitioners (*CSHSE National Standards, Standards* 12g, 20a-e).

**Skills Objectives**:

1. Historical development of policy and the impact this history has on current politics and policy development *CSHSE National Standards, Standards* 13, 16 a & b).
2. Policy as a foundation for service delivery in various community settings (*CSHSE National Standards, Standards* 12, 15, 16 a & b, 19 a–g);
3. Professional skills in working as advocates for social change (*CSHSE National Standards, Standards* 12g, 15, 16a & b, 19 a – g, 20a-d).

***Module Objectives:***

1. Describe the multiple ways that Americans pay for and access healthcare.
2. Discuss the series of ethical dilemmas surrounding provision of healthcare in the United States.
3. Explain the ways transgender and gender nonconforming children and youth experience health care barriers within the health care system.

***Required Reading:***

DiNitto, D.M., & Johnson, D.H. (2016). Chapter 8: Providing Healthcare: Can All Americans Be Insured? In *Social Welfare: Politics and Public Policy, 8th ed.* (pp. 281 – 330) Boston: Allyn & Bacon.

Enke, A. (2012). Note on Terms and Concepts. In *Transfeminist Perspectives in and beyond Transgender and Gender Studies*. (pp. 16 – 22). Philadelphia: Temple University Press. **[pdf available in module]**

Jacobs, L. R., & Skocpol, T. (2010). [What Did They Deliver? The Promise of Affordable Care](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=e000xna&AN=596953&site=eds-live&scope=site&custid=ken1&ebv=EB&ppid=pp_Cover). In *Health Care Reform and American Politics: What Everyone Needs to Know*. (pp. 121-146). Oxford: Oxford University Press.

Stevens, J., Gomez-Lobo, V., & Pine-Twaddell, E. (2015). [Insurance coverage of puberty blocker therapies for transgender youth](https://pediatrics.aappublications.org/content/136/6/1029). *Pediatrics*, *136*(6), 1029-1031.

**Module 10: 10/19 – 10/25**

**Education, Employment, and Equity**

***Due: Discussion #6 on Educational Policies and the “School-to-Prison Pipeline” (5%)***

***Course Objectives:***

**Knowledge Objectives**:

1. Describe both rational and political approaches to decision making across a broad array of policies (*CSHSE National Standards* 12g, 13e);
2. Analyze the historical, political, ethical, and economic forces behind current policies of the United States welfare system (*CSHSE National Standards* 13e-g);
3. Define and describe obstacles to effective policy decisions from a policy systems perspective (*CSHSE National Standards, Standards* 13e, 16 a-c);
4. Apply historical information to current policy and discuss how these policies may restrict or broaden policy implementation, public and private liberty, social and economic justice. (*CSHSE National Standards, Standards* 13e &15).

**Value Objectives:**

1. Social policy implications for individuals, families, and communities (*CSHSE National Standards, Standards* 12, 13, 16a & b);
2. Their own values and value conflicts regarding social policies and discuss how these conflicts could impact service delivery (*CSHSE National Standards, Standards* 13, 20a-e);
3. How social policy reflects on their experiences, professional identities, and roles they may serve as potential policy practitioners (*CSHSE National Standards, Standards* 12g, 20a-e).

**Skills Objectives**:

1. Historical development of policy and the impact this history has on current politics and policy development *CSHSE National Standards, Standards* 13, 16 a & b).
2. Policy as a foundation for service delivery in various community settings (*CSHSE National Standards, Standards* 12, 15, 16 a & b, 19 a–g);
3. Professional skills in working as advocates for social change (*CSHSE National Standards, Standards* 12g, 15, 16a & b, 19 a – g, 20a-d).

***Module Objectives:***

1. Describe education policy in the United States and its relationship to poverty prevention efforts.
2. Discuss the relationship between minimum wage and living wage.
3. Explain how current events in education and impact state and federal educational policies.

***Required Reading:***

DiNitto, D.M., & Johnson, D.H. (2016). Chapter 9: Preventing Poverty: Education and Employment Policy. In *Social Welfare: Politics and Public Policy, 8th ed.* (pp. 331 – 368) Boston: Allyn & Bacon.

Jones, D. (August 18, 2014[). The Death of Michael Brown, Teachers, and Racism: 10 Things Every Badass Teacher Needs To Understand](http://badassteachers.blogspot.ca/2014/08/the-death-of-michael-brown-teachers-and.html.). *Badass Teachers Association.* Retrieved from:

Moyer, J. S., Warren, M. R., & King, A. R. (2020). “[Our Stories Are Powerful”: The Use of Youth Storytelling in Policy Advocacy to Combat the School-to-Prison Pipeline](https://www.hepgjournals.org/doi/pdf/10.17763/1943-5045-90.2.172). *Harvard Educational Review*, *90*(2), 172-194.

Snapp, S. D., Hoenig, J. M., Fields, A., & Russell, S. T. (2015). [Messy, butch, and queer: LGBTQ youth and the school-to-prison pipeline](https://journals.sagepub.com/doi/pdf/10.1177/0743558414557625). *Journal of Adolescent Research*, *30*(1), 57-82.

**Module 11: 10/26 – 11/01**

**Mental Health and Substance Use**

***Due: Test #2 (10%)***

***Course Objectives:***

**Knowledge Objectives**:

1. Describe both rational and political approaches to decision making across a broad array of policies (*CSHSE National Standards* 12g, 13e);
2. Analyze the historical, political, ethical, and economic forces behind current policies of the United States welfare system (*CSHSE National Standards* 13e-g);
3. Define and describe obstacles to effective policy decisions from a policy systems perspective (*CSHSE National Standards, Standards* 13e, 16 a-c);
4. Apply historical information to current policy and discuss how these policies may restrict or broaden policy implementation, public and private liberty, social and economic justice. (*CSHSE National Standards, Standards* 13e &15).

**Value Objectives:**

1. Social policy implications for individuals, families, and communities (*CSHSE National Standards, Standards* 12, 13, 16a & b);
2. Their own values and value conflicts regarding social policies and discuss how these conflicts could impact service delivery (*CSHSE National Standards, Standards* 13, 20a-e);
3. How social policy reflects on their experiences, professional identities, and roles they may serve as potential policy practitioners (*CSHSE National Standards, Standards* 12g, 20a-e).

**Skills Objectives**:

1. Historical development of policy and the impact this history has on current politics and policy development *CSHSE National Standards, Standards* 13, 16 a & b).
2. Policy as a foundation for service delivery in various community settings (*CSHSE National Standards, Standards* 12, 15, 16 a & b, 19 a–g);
3. Professional skills in working as advocates for social change (*CSHSE National Standards, Standards* 12g, 15, 16a & b, 19 a – g, 20a-d).

***Module Objectives:***

1. Describe the mechanisms and policies by which social services are provided in the United States.
2. Explain the ways corporations and lobbying groups advocate for substance use policy change within the United States.
3. Discuss services for individuals dealing with mental disorders, and substance use, including the history of the provision of such services.

***Required Reading:***

DiNitto, D.M., & Johnson, D.H. (2016). Chapter 10: Providing Social Services: Help for Children, Older Americans, and Individuals with Mental and Substance Use Disorders. In *Social Welfare: Politics and Public Policy, 8th ed.* (pp. 369 – 426) Boston: Allyn & Bacon.

# [Georgia latest state to legalize needle exchange to stop HIV](https://abcnews.go.com/Health/wireStory/amid-hiv-concerns-georgia-legalizes-needle-exchanges-62171846)

Moss, M. (2013). [The extraordinary science of addictive junk food](https://www.nytimes.com/2013/02/24/magazine/the-extraordinary-science-of-junk-food.html). *Expanding addiction: Critical essays*, 127-140.

Yu, J., Jennings, E. T., & Butler, J. S. (2018). Lobbying, learning and policy reinvention: an examination of the American States’ drunk driving laws. *Journal of Public Policy*, 1-21. **[pdf available in module]**

**Module 12: 11/02 – 11/08**

**Drafting the Book Review I**

***Work on First Draft of Book Review***

***Course Objectives:***

**Knowledge Objectives**:

1. Describe both rational and political approaches to decision making across a broad array of policies (*CSHSE National Standards* 12g, 13e);
2. Analyze the historical, political, ethical, and economic forces behind current policies of the United States welfare system (*CSHSE National Standards* 13e-g);
3. Define and describe obstacles to effective policy decisions from a policy systems perspective (*CSHSE National Standards, Standards* 13e, 16 a-c);
4. Apply historical information to current policy and discuss how these policies may restrict or broaden policy implementation, public and private liberty, social and economic justice. (*CSHSE National Standards, Standards* 13e &15).

**Value Objectives:**

1. Social policy implications for individuals, families, and communities (*CSHSE National Standards, Standards* 12, 13, 16a & b);
2. Their own values and value conflicts regarding social policies and discuss how these conflicts could impact service delivery (*CSHSE National Standards, Standards* 13, 20a-e);
3. How social policy reflects on their experiences, professional identities, and roles they may serve as potential policy practitioners (*CSHSE National Standards, Standards* 12g, 20a-e).

**Skills Objectives**:

1. Historical development of policy and the impact this history has on current politics and policy development *CSHSE National Standards, Standards* 13, 16 a & b).
2. Policy as a foundation for service delivery in various community settings (*CSHSE National Standards, Standards* 12, 15, 16 a & b, 19 a–g);
3. Professional skills in working as advocates for social change (*CSHSE National Standards, Standards* 12g, 15, 16a & b, 19 a – g, 20a-d).

***Module Objectives:***

1. Explain the essential components to developing, crafting, and writing an academic review.

2. Describe the ways undergraduate students can incorporate their voice in an academic review.

3. Discuss, substantiate, and develop a strong research question aimed at distilling the main purpose of Hays’ book *Flat Broke*.

**Module 13: 11/09 – 11/15**

**Drafting the Book Review II**

***Due: First Draft of Book Review (P/F) for Peer Review***

***Course Objectives:***

**Knowledge Objectives**:

1. Describe both rational and political approaches to decision making across a broad array of policies (*CSHSE National Standards* 12g, 13e);
2. Analyze the historical, political, ethical, and economic forces behind current policies of the United States welfare system (*CSHSE National Standards* 13e-g);
3. Define and describe obstacles to effective policy decisions from a policy systems perspective (*CSHSE National Standards, Standards* 13e, 16 a-c);
4. Apply historical information to current policy and discuss how these policies may restrict or broaden policy implementation, public and private liberty, social and economic justice. (*CSHSE National Standards, Standards* 13e &15).

**Value Objectives:**

1. Social policy implications for individuals, families, and communities (*CSHSE National Standards, Standards* 12, 13, 16a & b);
2. Their own values and value conflicts regarding social policies and discuss how these conflicts could impact service delivery (*CSHSE National Standards, Standards* 13, 20a-e);
3. How social policy reflects on their experiences, professional identities, and roles they may serve as potential policy practitioners (*CSHSE National Standards, Standards* 12g, 20a-e).

**Skills Objectives**:

1. Historical development of policy and the impact this history has on current politics and policy development *CSHSE National Standards, Standards* 13, 16 a & b).
2. Policy as a foundation for service delivery in various community settings (*CSHSE National Standards, Standards* 12, 15, 16 a & b, 19 a–g);
3. Professional skills in working as advocates for social change (*CSHSE National Standards, Standards* 12g, 15, 16a & b, 19 a – g, 20a-d).

***Module Objectives:***

1. Explain the essential components to developing, crafting, and writing an academic review.

2. Describe the ways undergraduate students can incorporate their voice in an academic review.

3. Discuss, substantiate, and develop a strong research question aimed at distilling the main purpose of Hays’ book *Flat Broke*.

**Module 14: 11/16 – 11/22**

**Policy Advocacy as Praxis**

**Course Objectives:**

**Knowledge Objectives**:

1. Describe both rational and political approaches to decision making across a broad array of policies (*CSHSE National Standards* 12g, 13e);
2. Analyze the historical, political, ethical, and economic forces behind current policies of the United States welfare system (*CSHSE National Standards* 13e-g);
3. Define and describe obstacles to effective policy decisions from a policy systems perspective (*CSHSE National Standards, Standards* 13e, 16 a-c);
4. Apply historical information to current policy and discuss how these policies may restrict or broaden policy implementation, public and private liberty, social and economic justice. (*CSHSE National Standards, Standards* 13e &15).

**Value Objectives:**

1. Social policy implications for individuals, families, and communities (*CSHSE National Standards, Standards* 12, 13, 16a & b);
2. Their own values and value conflicts regarding social policies and discuss how these conflicts could impact service delivery (*CSHSE National Standards, Standards* 13, 20a-e);
3. How social policy reflects on their experiences, professional identities, and roles they may serve as potential policy practitioners (*CSHSE National Standards, Standards* 12g, 20a-e).

**Skills Objectives**:

1. Historical development of policy and the impact this history has on current politics and policy development *CSHSE National Standards, Standards* 13, 16 a & b).
2. Policy as a foundation for service delivery in various community settings (*CSHSE National Standards, Standards* 12, 15, 16 a & b, 19 a–g);
3. Professional skills in working as advocates for social change (*CSHSE National Standards, Standards* 12g, 15, 16a & b, 19 a – g, 20a-d).

**Module Objectives:**

1. Explain the relationship social justice has to policy advocacy.
2. Discuss the ways human service professionals can utilize a love ethics as they advocate for themselves and other.

***Required Reading:***

hooks, b. (2000). Values: Living by a Love of Ethics. In *All About Love: New Visions* (pp. 85–103). New York, NY: HarperCollins Publishers Inc. [pdf available in module]

**Module 15: 11/30 – 12/06**

**Course Wrap Up and Conclusions**

***Due: Final Book Review Draft (35%)***

***Due: Student Reflection (5%)***

**Course Objectives:**

**Knowledge Objectives**:

1. Describe both rational and political approaches to decision making across a broad array of policies (*CSHSE National Standards* 12g, 13e);
2. Analyze the historical, political, ethical, and economic forces behind current policies of the United States welfare system (*CSHSE National Standards* 13e-g);
3. Define and describe obstacles to effective policy decisions from a policy systems perspective (*CSHSE National Standards, Standards* 13e, 16 a-c);
4. Apply historical information to current policy and discuss how these policies may restrict or broaden policy implementation, public and private liberty, social and economic justice. (*CSHSE National Standards, Standards* 13e &15).

**Value Objectives:**

1. Social policy implications for individuals, families, and communities (*CSHSE National Standards, Standards* 12, 13, 16a & b);
2. Their own values and value conflicts regarding social policies and discuss how these conflicts could impact service delivery (*CSHSE National Standards, Standards* 13, 20a-e);
3. How social policy reflects on their experiences, professional identities, and roles they may serve as potential policy practitioners (*CSHSE National Standards, Standards* 12g, 20a-e).

**Skills Objectives**:

1. Historical development of policy and the impact this history has on current politics and policy development *CSHSE National Standards, Standards* 13, 16 a & b).
2. Policy as a foundation for service delivery in various community settings (*CSHSE National Standards, Standards* 12, 15, 16 a & b, 19 a–g);
3. Professional skills in working as advocates for social change (*CSHSE National Standards, Standards* 12g, 15, 16a & b, 19 a – g, 20a-d).

## IMPORTANT INFORMATION

**Academic Integrity:** Every Kennesaw State University student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5c of the Student Code of Conduct addresses the university’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the [Code of Conduct’s](https://web.kennesaw.edu/scai/content/ksu-student-code-conduct.) minimum one semester suspension requirement. See also

***Forms of Academic Dishonesty:***

1. ***Plagiarism and Cheating****:* No student shall receive, attempt to receive, knowingly give or attempt to giveunauthorized assistance in the preparation of any work required to be submitted for credit as part of a course (including examinations, Laboratory reports, essays, themes, term papers, etc.). When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged.
2. ***Unauthorized Access to Official University Materials:*** No student shall take or attempt to take, steal or in any unauthorized manner otherwise procure, gain access to, alter or destroy any material pertaining to the conduct of a class (including tests, examinations, grade change forms, grade rolls, roll books, Laboratory equipment, University grade records in written or computerized form, etc.), Library or other academic resource material.
3. ***Misrepresentation, Fabrication, Falsification of University Records or Academic Work:*** No student shall knowingly provide false information in completing University forms or applications (including admissions forms, scholarship applications, time sheets, use of false or counterfeit transcripts, etc.) or in any work submitted for credit as part of a course.
4. ***Multiple Submissions:*** Submissions of substantial portions of either written or oral academic work that has previously earned credit, when such submission is made without instructor authorization.
5. ***Complicity in Academic Dishonesty:*** Intentionally or knowingly contributing to the academic dishonesty of another.

These examples of academic dishonesty shall not be construed to be comprehensive, and infractions will be dealt with on an individual basis according to university policies and procedures. It is the obligation of each student to assist in the enforcement of academic standards.

*See the* [*KSU Student Code of Conduct*](http://scai.kennesaw.edu/)*.*

When students plagiarize, they do not possess the knowledge or understanding that they claim to have (and for which they plan to receive credit). Using outside sources to develop ideas about a topic shows that the writer understands what experts in the field have written. You must, however, give credit to the sources of your inspiration. If you use any texts or websites that have inspired your answers, please cite them directly, preferable with parenthetical documentation and an attached References Page.

***Enforcement:*** This policy is strictly enforced. Please note, the instructor reserves the right to randomly select any paper and/or assignment that are turned in for a grade for plagiarism review. Plagiarism review consists of running your paper/assignment through various search engines and databases at my disposal in order to check for “borrowed” or “bought” information. If you are found in violation of academic dishonesty, then you will be subject to the enforcement policies and procedures, as outlined by Kennesaw State University and the Department of Social Work and Human Services, pertaining to academic dishonesty. **Any student found guilty of cheating or plagiarizing, in any form or to any degree, may FAIL this course.**

All infractions will be handled according to University Policy as outlined in the KSU Student Code of Conduct and per the authority of the Office of Student Conduct and Academic Integrity. Students may be subject to additional academic disciplinary action by the Department of Social Work and Human Services & the WellStar College of Health and Human Services. All records pertaining to actionable grievances will be retained in the student’s academic file and on record. **NOTE: Any student(s) found to have copied another student’s work will be treated as plagiarists, and any student(s) involved will face the possibility of expulsion from this class.**

[**Access and Accessibility**](http://catalog.kennesaw.edu/content.php?catoid=27&navoid=2263&hl=FERPA&returnto=search#ADA)**:**

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 as amended. Students who require accommodation in facilities, services, programs or activities should contact the Assistant Director for Disabled Student Services to arrange an individual assistance plan. Accommodations may include classroom accessibility, modified computer equipment, disability-accessible parking, assistance with note-taking sign language interpreting or captioning services, class materials in alternate format, library and laboratory assistance, and other accommodations. Determination of appropriate accommodations to be provided will be based upon documentation of the disability. Members of the public who require specific accommodations in facilities, services, programs or activities should contact the office sponsoring the service, program or activity at least five days in advance to arrange individual accommodations. Eligible students deliver certification letters to faculty at the beginning of each semester identifying the accommodations approved for that student. Faculty members are also instructed that they must provide students with special needs appropriate accommodations in a timely manner. The Assistant Director for disAbled Student Support Services will work with faculty members to ensure that students receive appropriate accommodations. A student should notify Disabled Student Support Services in writing within two (2) days of any disagreement between the student and the faculty member if agreed upon academic adjustments are not provided in order to seek a resolution. A student who alleges discrimination on the basis of disability may file a grievance through the University's established grievance procedures. The following have been designated by the President of the University to provide assistance and ensure compliance with the ADA. Should a student require assistance or have further questions about the ADA, please contact either the ADA Compliance Officer for Students at 770-423-6443; the ADA Compliance Officer for Facilities at 470-578-6224; or the Director of Human Resources,.

[**Disruption of Campus Life**](http://scai.kennesaw.edu/codes.php)**:**

It is the purpose of the institution to provide a campus environment, which encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. Belligerent, abusive, profane, threatening and/or inappropriate behavior on the part of students is a violation of the Kennesaw State University Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the university disciplinary process.

[**Health Clinic**](http://studenthealth.kennesaw.edu/)**:** If you have a medical condition that may affect your performance and/or grades in this class and for which you wish to discuss accommodations of class related activities, such as testing, or schedules, then you will need proper verification (see aforementioned information) the KSU Health Clinic:

[**Human Service Ethics**](http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals.)**:** All Human Services Faculty and Human Services major students are expected to adhere to the NOHS Code of Ethics.

Students should also adhere to the [University’s Code of Conduct](http://scai.kennesaw.edu/codes.php).

**Incomplete Policy**: The grade of “I” denotes an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. A grade of “I” must be removed (by completing the course requirements) within one calendar year from the end of the semester in which the “I” was originally assigned. In addition, should you enroll in classes at KSU during the calendar year, the grade of “I” must be removed by the end of the first semester of enrollment during that calendar year. Upon completion of the course requirements within the specified time limits, a final grade will be assigned on the basis of the student’s total performance. If the course requirements are not completed within the specified time limits, then the “I” will be changed to an “F” (for a course which awards letter grades of “A”, “B”, “C”, “D”, or “F” and the cumulative and adjusted grade point average will be recalculated accordingly or the “I” will be changed to a “U” (for a pass/fail course which awards a grade of “S” or “U”. An “I” cannot be removed by reenrolling in the course.

***Note:*** Receiving incompletes for a course is only considered in extreme cases. In order to be considered for an incomplete: (1) the student must contact the professor and submit a letter to the professor before the final week of classes with documentation that supports the need for an incomplete, what is missing in coursework and the plan to complete the coursework; (2) the student must contact the professor and schedule an appointment to discuss the request; and (3) the professor will take into consideration the request and make a final decision during the week of finals.

Please refer to the KSU catalog for additional instructions to address incompletes and the parameters of having the incomplete changed to a grade by the end of the following semester**.**

[**Sexual Misconduct**](https://scai.kennesaw.edu/procedures/sexual-misconduct.php)

Kennesaw State University is committed to providing programs, activities, and educational environment free from all forms of sex discrimination. KSU issues this statement of policy to inform the community of the University's comprehensive plan addressing sexual misconduct, educational programs, and procedures that address sexual assault, domestic violence, dating violence, and stalking, whether the incident occurs on or off campus. This policy generally covers faculty, students, and staff of the University, as well as third-parties. Third parties include but are not limited to guests, vendors, contractors, retirees, and alumni.

**Technological Issues and Written Work:** Students are responsible for ensuring their work is backed up properly. Materials handed in late or incomplete due to computer malfunctions will be penalized in accordance with the standards set out in this syllabus with absolutely no exceptions.

**Other Policies**

[**Copyright Law**](http://www.usg.edu/copyright/)

Kennesaw State University adheres to USG’s policy to respect the right of copyright holders and complies with copyright laws as set forth in the United States Copyright Act.

**Web Accessibility:**

Kennesaw State University follows the guidelines of the Universal Design for Learning standard of web accessibility. Faculty use Word, PDF, and HTML formats when communicating electronic information to students whenever possible and appropriate in light of the goals of the course. Faculty are trained to use Web Accessibility Evaluation tools, e.g., [WAVE](http://www.wave.webaim.org/), and make adjustments as possible and appropriate in light of the goals of the course. For free resources available to students on web accessibility, please visit the Web Accessibility Resources page at the [Distance Learning Center](http://www.kennesaw.edu/dlc/facultyresources/index.php).