

WEST VIRGINIA UNIVERSITY
SCHOOL OF APPLIED SOCIAL SCIENCES
DIVISION OF SOCIAL WORK

SW633 Social Policy Analysis, Advocacy and Deliberation
Spring, 2005

Course Meeting Time:	Tuesday, 9:00 a.m. – 11:50 a.m.
Meeting Room:	300 Knapp Hall
Credit Hours:	3
Prerequisites:	SW 531 or permission
Instructor:	Roger A. Lohmann, Ph.D., Professor
Office and Office Hours:	Tuesday, 12-2 Thursday, 10-12 Other times, by appointment
Contact Information:	Email: rlohmann@wvu.edu

I. COURSE DESCRIPTION AND PLACE IN THE CURRICULUM

This is an advanced course in social policy, for students who have already achieved basic understanding of the history, mission and philosophy of the profession, and historical and contemporary patterns of service provision. Primary attention in this course will be on the implications for social work of current debates over political philosophy and social policy in the wake of the collapse of social liberal/welfare state hegemony and on the need for dialogue and advocacy on social policy issues among citizens.

For a number of years, social workers have been struggling toward new understandings of political events in American life and their implications for social welfare. This course asks students to engage that struggle personally and professionally. The course will take a liberal arts focus on social work and social welfare as contributors to the human condition and community. One of the central foci of this course will be shifting American public philosophies and ideologies and their impact on policy and practice. (Prerequisite: SW531, admission to advanced standing or instructor's permission).

II. OBJECTIVES AND EXPECTED LEARNING OUTCOMES

The analysis and advocacy of social policy by citizen-professionals in the information-rich environment of modern American democracy involves a complex combination of cognitive and analytical skills and behavior. At a minimum, upon completion of this course, students should be able to:

1. Appraise issues in current debates over the role of social policy in helping or deterring optimal health and well being. Students should be familiar with both traditional

social welfare concerns like equity and social justice and contemporary concerns such as civil society and social capital. (MSWO 1.2, 1.3)

2. Interpret historical and contemporary factors shaping policy, with particular emphasis on 'post welfare state' debate over liberal, social liberal, republican, communitarian and conservative approaches to the role of government in social welfare (MSWO 3.1)
3. Identify and discuss critical analytic questions of political philosophy as they relate to social welfare issues and questions from policy analysis and planning and advocacy standpoints. (MSWO 1.3)
4. Prepare and conduct sessions of 'deliberative dialogue' in which participants seriously confront differences of ideology, philosophy and policy and search for mutually acceptable political solutions in the absence of broad agreement over facts or guiding principles. (MSWO 2.2)
5. Design and implement an advocacy campaign. (MSWO 1.2)
6. Identify and discuss the primary sectors of government (public), business (market), nonprofit (common) and family (private). (MSWO 4.1)
7. Interpret the role of voluntary and private service delivery and non-service oriented interventions in debates over such current issues as health care, welfare reform, tax reform, the declining middle class, 'do-it-yourself' welfare mixes, information-poverty and other similar approaches.
8. Identify and discuss ways in which issues are added to and disappear from the national agenda, and why so many issues considered important by social workers receive so little public attention and discussion. (MSWO 2.1, 2.2, 2.3)
9. Engage policy issues as an analyst, advocate and discussant within the values and ethics of the profession on social oppression and social exclusion, even when (as in the wake of the 2004 election) social work stands or the majority position of most professionals on controversial issues such as abortion, gay rights, marriage and civil union, are clearly in the minority.
10. Identify and discuss the impact of these issues on social work practice. (MSWO 4.2)
11. Particular note is also made of the following principles espoused by the 1997 Kellogg Commission report on change in Higher Education:

1. This course is oriented to preparing students for a career as life-long learners about social policy, rather than simply emphasizing short-term knowledge accumulation in a single 15-week period. (MSWO 1.5)
2. The course is also intended to incorporate advanced technology into the study of social policy in a number of different ways.
3. The intent of the course is to take emphasis off the traditional one-way teacher-student transfer of knowledge and emphasize group co-learning in the context of emerging social issues and public affairs.
4. Attention is also paid to the role of students as information consumers in the context of social policy.
5. Life-long group and team leadership skills suitable for understanding social issues are emphasized.

Background Statement

Policy practice, including policy analysis, policy advocacy, legal advocacy, evaluation research, policy planning and other forms of practice, is an integral part of professional social work. Policy practice in a democracy requires professional social workers to enter into the political arena at various levels and use these various forms of policy practice. The focus in this course is upon two particular forms of policy practice – advocacy and analysis – and one particular level – state government. The first half of the course will occur during the regular session of the legislature and will address issues of social policy advocacy in the state legislative context. The second half of the course will occur in the interim following adjournment of the legislature and will address issues of social critique, social problem analysis and policy development in anticipation of future legislative activity. The particular focus of the second half will be on detailed consideration of economic development in West Virginia and the nation, and the implication for social work, social services and social welfare institutions of post-industrialization and the claimed rise of a completely new social class in the nation.

General Course Expectations

This course is built around a citizenship model of empowerment and social change in which citizen-professionals engage social problems and issues, discuss and analyze them and reach conclusions about “what ought to be done” which form the basis for subsequent advocacy of agreed-upon positions. This approach is informed by, and indebted to Jürgen Habermas’ model of discourse ethics, particularly as interpreted by Jean Cohen and Andrew Arato, *Civil Society and Political Theory*. MIT Press. 1992 and Roger Lohmann, *The Commons*. Jossey-Bass. 1992. The operative assumption here is that concentrating exclusively on “the right answers” supplied by rational analyses of problems in the professional and technical social science literature of social policy (which students are assumed to already have familiarity with in broad outline) and the narrow interests of bureaucratic policy-making can take social work and its social policy concerns largely out of the political mainstream and ways need to be found to bring the profession or the rest of the country back into a common discourse (or conversation) with their fellow citizens over what to do about social problems and how to do it.

Course Format

This course will operate in a “mega-seminar” format: each student is expected to prepare for and participate actively in each class session, and carry out the assignments listed below under the general direction of the instructor. (A seminar is generally thought of as a course in which advanced students conduct original research under the guidance of an expert in the field.)

Topics selected for the various assignments should be related to certain major course themes including: socially dependent populations and oppression, liberation, empowerment, civil society, new service delivery, or the various movements seeking to address these issues. If there is any doubt about the relevance of a particular topic or issue, please discuss it with the instructor in advance of completing the assignment.

III. REQUIRED AND RECOMMENDED TEXTS

One book is required reading for all students enrolled in this course:

Ezell, Mark. (2001). Advocacy in the human services. Brooks/Cole.
Smucker, Bob. (1999). The Nonprofit Lobbying Guide. 2nd Edition. Independent Sector. (Available online at: www.clpi.org./toc.html)

Additional reading assignments will be made, from readings on electronic reserve for this course.

IV. COURSE CALENDAR AND UNITS OF CONTENT OUTLINE

Week 1 – January 11 Introduction to Policy Analysis, Advocacy & Deliberation

Course overview

Analysis, advocacy & deliberation: What are they and why should social workers do such things?

(Week 2) January 18 Expertise, Citizenship and Participation: The Roles of Citizen Professionals

“The only game in town”

Participatory democracy

Models of Policy Analysis

Synoptic Analysis (E.g., Gil)

Marginal/Incremental Analysis (Problem-solving; Lindblom)

-Partial, Remedial, and Serial

S.W.O.T. Analysis (Strengths, Weaknesses, Opportunities, Threats)

Required Readings:

Book review--The Shield of Achilles (E-Reserve)

Archbishop of Canterbury, The Richard Dimbleby Lecture, 2002. Westminster School, London (E-Reserve)

Lloyd, Archbishop of Canterbury (E-Reserve)

(Week 3) January 25 Policy Analysis: Social Security Reform?

Individual and group reports and discussion

Required Readings: (See Assignments #1 & #2, Steps 1 and 2)

(Week 4) February 1 Policy Practice: Models of Policy Advocacy

Types of Advocacy

Planning an Advocacy Intervention – Choosing Issues, Doing Your Homework, and Gathering Information

Required Readings: Ezell, Chap.1, Motivations for Advocacy, Chap. 2, Understanding Advocacy, Chap.3, The Ethics of Advocacy;
NASW Code of Ethics, Section 6;
Haynes & Mickelson, Affecting Change (2003), Chap. 13, Jump In;
Adcock, Bev, How I Became a Non-Profit Lobbyist, in Smucker (1999), The Nonprofit Lobbying Guide, 2nd Edition, available online at www.clpi.org./toc.html

(Week 5) February 8 Legislative Advocacy In A Small Rural State
Legislative advocacy

Review of the Legislative Process
Specific Advocacy Activities/Tactics

Required Readings:

Ezell, Chap. 8, Doing Your Advocacy Homework;
Richan, Lobbying for Social Change, Chap. 2, Setting the Action Agenda; Chap. 3, Understanding Policymakers
Ezell, Chap.5, Legislative Advocacy;
Richan, Chap.6, Lobbying One-on-One and Chap.8, Testifying in a Hearing;
Smucker, Chap. 4, How to Communicate Effectively with Legislators;

(Week 6) February 15 Community Advocacy and the Media
Community Advocacy
Effective Use of the Media

Required Readings:

Ezell, Chap. 7, Community Advocacy;
Smucker, Chap. 8, Lobbying Through the Media; www.clpi.org./toc.html
Richan, Chap. 9, Using the Mass Media

(Week 7) February 22 Other Types of Advocacy

Legal/judicial advocacy
Agency advocacy

Ezell, Chap. 6, Legal Advocacy and Chap. 4, Agency Advocacy;

(Week 8) March 1 Advocacy, Values and Social Justice

Required Readings:

Ezell, Chap. 9, Putting the Advocacy Pieces Together (case study), Chap. 10, Advocacy Skills, Challenges, and Practice Guidelines;
Haynes & Mickelson, Chap.4, Social Work Values Versus Politics, Chap.6, The Practitioner's Influence on Policy

(Week 9) March 8: Practicing Legislative Advocacy in a Small, Rural State

THURSDAY, March 9th – SOCIAL WORK DAY AT THE LEGISLATURE

(Week 10) March 15 - SPRING BREAK No Class

(Week 11) March 22 Deliberation: The Participatory Society

Debriefing/discussion of Social Work Day at Legislature
Putting the pieces together: Analysis and Advocacy

Required Reading:

Gregory Saxton, The Participatory Society (handout)
Nemeroff and Tukey-Diving In: A Handbook for Improving Race Relations on College Campuses Through the Process of Sustained Dialogue (E-Reserve)
Ryfe, Does Deliberative Democracy Work? (E-Reserve)

(Week 12) March 29 Policy Practice: Models of Policy Deliberation

Salons: Historical Precedents

Public Deliberation: Seeking and Forming Public Opinion

Sustained Dialogue: Confronting Deep-seated Conflict

Citizen Juries: Reaching Definitive Conclusions

Appreciative Inquiry: Positive energy for change

Study Circles: Reaching understanding

Open Space: The formation of spontaneous order

Required Reading:

Pratt, Capturing Public Thinking (E-Reserve)

Cooke, Five Arguments for Deliberative Democracy (E-Reserve)

Burkhalter, Gastil, and Kelshaw, A Conceptual Definition and Theoretical Model of Public Deliberation in Small Face-to-Face Groups (E-Reserve)

(Week 13) April 5 Deliberation, Social Problems and Outcomes

Who defines social problems?

What is a good outcome of service? (Says who?)

Required Reading:

Gates, O'Connor, Toward a Healthy Democracy (E-Reserve)

Gutmann and Thompson, Deliberative Democracy Beyond Process (E-Reserve)

Lukacs, The Triumph and Collapse of Liberalism (E-Reserve)

(Week 14) April 12 Deliberation,

Required Reading:

Saunders, Sustained Dialogue To Transform Deep-Rooted Human Conflicts (E-Reserve)

(Week 15) April 19 - WV Social Policy Deliberation Day (No Class)

(Week 16) April 26 Policy Practice: Putting it all together

Required Reading:

Stewart, Hope and Despair: Making Sense of Politics In The Twenty-First Century

(Week 17 - Final Exam Week)

V. ASSIGNMENTS AND GRADING SECTION

1. Register for *The Note*

Go to www.abcnews.com/Politics and register for The Note (clickable button lower left corner) You will receive a daily reminder when The Note is ready with a clickable link to that day's issue. Review The Note regularly for breaking news coverage of the Social Security issue as part of Assignment #2 below.

2. Annotated listing & SWOT Analysis of Social Security News Coverage (25%)

Individually and in small groups, students will research and summarize coverage by specific news media of the President's initiative to privatize social security in Lexus-Nexus and other on-line and published sources. The time period covered will be from Election Day to the present (E.g., a list of publications to be searched will be handed out in class.) Each student/group will produce a comprehensive annotated bibliography listing news items, editorials, and op-ed pieces on the subject, an oral report and a written SWOT Analysis.

3. Bill tracking (25%)

Part 1 – Students will begin the course tracking four bills introduced during the current legislative session. The bills as well as instructions for tracking them will be provided in class. At the end of four weeks, students will narrow their tracking to two of the four bills (determined by each individual student). Keep a log of these activities in a spiral bound notebook that can be turned in at the end of the legislative session.

Part 2 – After the legislative session ends, continue to follow **one** of your bills to find out what is happening, what is expected to happen. If your bill was enacted by the legislature, what is going on in terms of implementation? If it was not enacted, is the issue likely to “stay alive” and be introduced in the legislature next year? A 2-5 page discussion of this follow-up activity is due on April 26.

4. “Talking Points” summary (15%)

Each student will research and prepare a one-page “talking points” outline summarizing points to be made in an interview with an important public official (Governor, Agency head, legislative committee) about a particular facet or aspect of Social Security or one of the bills being tracked. Each student will have two minutes to present this summary orally to members of the class. Dates for presentations will be assigned in class.

5. Letter to the Editor/Op-Ed piece (10%)

Each student will research and prepare a 250-500 word letter to the editor or op-ed piece suitable for publication in *The New York Times* or *NASW News*. (In other words, suitable for an educated audience including social work professionals and others.)

6. Public Deliberation (25%)

Each student will plan, design and conduct a public deliberation on a social policy topic of general interest. You may use Social Security privatization, any of the issues you tracked for the legislature, or some other issue of interest approved by the instructor. All

deliberations will be conducted on the evening of April 18 or during the day on April 19th as part of “WV Social Policy Deliberation Day”.

GRADING POLICY

Graduate students are expected to demonstrate “good citizenship” and professional behavior in this course: This includes attending regularly scheduled class sessions, being prepared to discuss scheduled topics and participating actively. If you are unable to attend class, please notify the instructor, immediately before or after the class you miss.

Unexcused absences in three or more classes could result in your final grade being lowered one or more letter grades.

Grading is entirely performance-based and not based on the content of your character (We will assume you are a good person unless shown otherwise) or your future plans.

C=Average

At the end of each semester, it would appear that the single most controversial aspect of education for many students is the unrealistic expectation that completion of minimal course requirements should automatically entitle them to a grade of ‘A’. Minimal satisfactory completion of requirements is called average performance and is entitled to a grade of C or less which is considered unacceptable for graduate work.

B=Above Average

Award of a B in this course is in no way meant to be an insult, a put-down or a consolation prize and students who consider it as such have reason to question themselves and not the instructors. A grade of B in this course should be considered a mark of above-average performance fully in accord with the performance expectations of graduate work, just as the graduate bulletin says that it should be. (We will make no attempt whatsoever to answer the unanswerable question: “What did I do wrong to get a B?”)

A=Excellence

In this course a grade of A is reserved for demonstrated excellent performance in the class. In particular, depth of insight, ability to creatively work with and utilize the materials of the course, and additions and extensions to knowledge and practice which go beyond the current “state of the art” are among the most important indicators of excellence in graduate student performance. (In the traditional application of this standard, graduate work receiving an ‘A’ should be of publishable quality; that is, it should be of interest to and worth the time of a wider body of other professionals and/or educated people beyond the class in which it was given.)

VI. DIVISION AND UNIVERSITY POLICIES

A. GUIDELINES FOR SCHOLARLY WORK

The faculty of the School of Social Work are increasingly concerned about the issue of appropriate scholarly ethics, and agree that all of the statements which follow constitute a framework of minimum scholarly standards recognized in higher education.

In submitting a paper or class project at the School of Social Work, the student warrants and affirms the following:

1. That the work presented is an original piece of research/scholarship/ creativity done entirely by the listed author(s).
2. That the entire work, or a substantial portion thereof, is not copied or directly paraphrased from the published work of another author.
3. That all direct quotations, direct paraphrases, empirical research findings, and other suitable restatements of the research, scholarship, or creative work of others is appropriately annotated with standard bibliographic citation methods.
4. That the work in questions was prepared especially for the class assignment for which it is submitted, and has not been submitted previously, and will not be submitted later in substantially its present form.
5. That in those instances when a similar or identical topic, theme, issue, population, problem, or method is examined in the course assignments for two or more courses, the written consent or approval of both instructors has been obtained before the assignment is turned in. Instructors are under no obligation to provide their consent.
6. That appropriate credit is provided, in a footnote, for assistance provided by faculty, other students, etc., in preparing the paper.
7. That no part of the assignment was prepared by a commercial or nonprofit term paper preparation service.
8. That the student has read or examined all sources cited and has personal knowledge that the quotations and findings attributed to those sources in the student's work are substantially correct.

B. GRADING CRITERIA FOR MAJOR PAPERS

DEMONSTRATION OF KNOWLEDGE: Literature chosen for the paper must be appropriate, relevant, and suitably applied. Discussion of the topic must be thoughtful

and thorough. Writer must demonstrate an ability to apply theory to practice. Paper must relate well to the content of the course and its objectives.

CLARITY OF EXPRESSION: Paper must communicate thoughts and theory effectively, i.e., non-ambiguously and coherently. Each thought should lead to the next in a clear and logical manner. Paper must be well organized and make use of subheadings, following the guidelines in the syllabus. Papers that seem disjointed and incoherent do not meet this criterion.

TECHNICAL WRITING: This criterion includes spelling, grammar, sentence structure, and proofreading. The writer is to demonstrate control of the standard conventions of American prose (proper use of idiom, appropriate diction, good syntax, correct spelling, etc.). Papers with lots of careless errors will suffer when graded. Corrections may be made in pen when proofreading.

DOCUMENTATION OF SOURCES: Research papers must show appropriate references in a standard format. I require that you use the APA (American Psychological Association) style manual in preparing your references.

C. ETHICAL CONDUCT

All students formally admitted to the Division of Social Work are bound by the Code of Ethics as established by the National Association of Social Workers. A copy of this code may be found in the Student Handbook available on the Division website. Failure to abide by and conduct yourself within the parameters of this code may be grounds for initiating disciplinary review.

D. SOCIAL JUSTICE

West Virginia University is committed to social justice. WVU does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. The instructor of this course concurs with West Virginia University's commitment and expects to maintain a positive learning environment based upon open communication and mutual respect. Any suggestions as to how to further such an environment will be appreciated and given serious consideration.

WVU recognizes the diversity of its students, many of whom must be absent from class to participate in days of special concern. Students must notify their instructors by the end of the third class meeting regarding religious observances that will affect their attendance. Further, students must abide by the attendance policy of their instructors as stated on their syllabi. Faculty will make reasonable accommodation for tests or field trips that a student misses as a result of religious observance.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with Disability Services (293-6700).

E. PROFESSIONAL BEHAVIOR

Professional development and behavior is expected in the social work program and in this course. Adherence to the NASW Code of Ethics and confirmed commitment to social justice is requisite for this course. In addition, students must demonstrate responsibility for learning, quality of work, respect and courtesy for instructor and colleagues, honesty and integrity, and time management. When necessary, the instructor will provide guidance and feedback for improvements in these areas.

F. CONDITIONS FOR GIVING AN "I"

Students are expected to complete course work in the semester in which the course is taken. From time to time events that are clearly beyond the control of the student may prevent the timely completion of a course. Should you find yourself facing such circumstances, you may wish to discuss this with your instructor and see if an incomplete should be given until the late work can be completed. Faculty are not required to give an incomplete and would not be expected to do so where there are not compelling reasons to justify the request.

G. POLICY ON NON-DEGREE SEEKING STUDENTS

Graduate courses in social work are designed for regularly admitted degree-seeking social work students as part of an extensive program of preparing those students for professional careers. Students not admitted into the social work graduate program may enroll in classes with the instructor's permission if they: (1) are enrolled in another degree-seeking graduate program; (2) are enrolled in a graduate certificate program; or (3) have a graduate degree and are seeking credits for professional development. Non-degree seeking students who anticipate applying to the social work graduate program must seek MSW Committee approval as well as the instructor's permission to enroll in graduate social work courses. Any request for permission to enroll in a graduate course will be considered only if class size permits and all regularly admitted social work graduate students are accommodated.

H. INCLEMENT WEATHER POLICY

In case of inclement weather, you may contact the Division at 293-3501. Please check your email first to see if your instructor has sent word.

VII. COURSE BIBLIOGRAPHY (All courses should have a bib from the last 10 years or so which also includes the weekly recommended supplemental readings. Some consultants have said that this is not necessary, but it might be advisable.)

Availability of articles and instructions to e-reserves should probably be listed here.

(e.g., **Electronic Reserve:** Articles are listed in the e-reserves. There is a hard copy as well. E-Reserves may be accessed through the library page at

<http://www.libraries.wvu.edu>. The course identifier is **tower** (all lower case), password **275**.)

Electronic Reserves

Some of the materials for this course will be available on line at the WVU Libraries Electronic Reserve site. Materials are listed under both the course number (SW633) and by each instructor's last name. Hard copies of articles will also be available for review in the student lounge on the first floor of Knapp Hall.