

**SOCIAL WORK 203  
SOCIAL WELFARE POLICY II**

<b>SPRING 2020</b>	<b>Department of Social Work Education California State University, Fresno</b>
<b>Social Welfare Policy II</b>	<b>Instructor Name:</b>
<b>Units: 3.0</b>	<b>Office Location:</b>
<b>Mon/Wed 11:00 AM - 12:15 PM</b>	<b>Email:</b>
<b>Location:</b>	<b>Telephone:</b>
<b>Website:</b>	<b>Office Hours:</b>

**CATALOG STATEMENT**

Analysis of social welfare policies, including social, economic, cultural, political, legislative, administrative and legal dimensions. Comparison of policy analysis frameworks. The role of social workers in the policy-making process.

**COURSE DESCRIPTION**

This course builds on the foundation knowledge base of social welfare policies, programs, and processes covered in Social Welfare Policy I. The locus of attention shifts to emphasize an examination of political and legislative structures and processes at the Federal, state, and local level that influence social policy formulation. Both analytical and advocacy skills are developed to help students gain a working knowledge of the policy issues that are relevant to their field of practice and their role as policy practitioners.

This course is designed to help the social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and to prepare them to actively engage in policy practice to effect change within those settings. By the end of the course, students will recognize and understand the historical, social, cultural, economic, organizational, environmental and global influences that affect social policy. The students will also be knowledgeable about policy formulation, analyses, implementation and evaluation.

*It is expected that students will spend approximately **2 hours of study time** outside of class for every one hour in class. Since this is a **3 unit class**, you should expect to study an average of **6 hours outside of class each week**.*

**PREREQUISITES FOR THE COURSE**

SWRK 200. Concurrent enrollment in SWRK 272T is recommended.

## REQUIRED COURSE MATERIALS

Jansson, B. (2018). *Becoming an effective policy advocate (8<sup>th</sup> ed)*. Boston, MA: Cengage Learning (Plus MindTap Access). Electronic Version Required  
(Do not buy the textbook from the bookstore; the text is pre-loaded into your account with Cengage and MindTap. You will have 10 days from the first day of the semester to purchase the online version.)

- You are enrolling into an Immediate Access (IA) course - This means that all or some of the materials are delivered to you digitally through your professor's Canvas system.
- All IA communication will be delivered to your Fresno State email account...It is YOUR RESPONSIBILITY to read all communication coming from the Bookstore. Look for email headers such as "IMPORTANT INFORMATION" or "REMINDERS"
- ALL IA materials are free for the first 10 days of the start of the semester to all students enrolled - After the 10<sup>th</sup> day, students who did not OPT OUT of the materials will be charged on their student account the cost of the materials. This information can be found in your welcome letter email from the Bookstore. If you didn't receive an email, please contact [sguthier@mail.fresnostate.edu](mailto:sguthier@mail.fresnostate.edu)
- OPTING OUT means that you DO NOT want the materials delivered digitally and that YOU are responsible to get the materials on your own – usually at a higher cost. If you OPT OUT, your digital access will be revoked.
- DO NOT purchase digital materials directly from the Publisher website or any other purchase that would require you to enter a credit card for purchase. You will be billed TWICE! If you are OPTED IN, the campus will bill your student account.
- **THE LAST DAY TO OPT OUT IS January 31<sup>st</sup>, 2020.** – It is YOUR responsibility to OPT OUT. Once you click on the OPT OUT link in your Welcome Letter email or in your Professor's Canvas page, you will receive a confirmation email. If you do not receive this email, try opting out again or contact the Bookstore.
- DO NOT pay for your materials through Canvas!!! If the link provided requires an "ACCESS CODE" it will be delivered to you in your Fresno State email account from the Bookstore. ALL CHARGES will be billed to your student account.
- Student accounts will be charged by **February 10<sup>th</sup>, 2020**...You will have until **February 20<sup>th</sup>, 2020** to pay on your student account either online or at Joyal Administration. If you're on financial aid, scholarship or other benefit programs you are still obligated to pay on your account...Please put this money aside.
- If you enroll after the 10<sup>th</sup> day of class, you will have 24 hours to review the materials and OPT OUT of the program.
- Any questions about the IA program can be directed to [sguthier@mail.fresnostate.edu](mailto:sguthier@mail.fresnostate.edu)

### Other Required Materials:

- Laptop Computer or Tablet, is **required daily**.
- Materials and products for student poster presentations
- Photocopying for fact sheets and policy briefs (assignments)

## COURSE GOALS

1. Assess how social welfare and economic policies impact the delivery of and access to social services [EPAS 5.2]
2. Apply critical thinking to analyze, formulate and advocate for policies that advance human and social, economic and environmental justice [EPAS 5.3].
3. Assess the value assumptions inherent in current or proposed social welfare policies, particularly as such value assumptions reflect dominant cultural/political/economic institutions and negatively affect members of socially, economically, and politically marginalized groups and other populations-at-risk [EPAS 5].
4. Understand current economic, political, and organizational systems and advocate for policies consistent with social work values and human rights in a globalized world [EPAS 5].
5. Employ a policy framework to analyze local, state, national, international, and organizational social welfare policies and social service delivery systems [EPAS 5].
6. Build advocacy skills to effect changes in policy and legislation to promote social justice, cultural competence, and the empowerment of populations-at-risk [EPAS 5].

#### **LEARNING OBJECTIVES**

Students will demonstrate in discussion, class presentations, and written assignments the ability to:

- 1.1 Analyze how values and ideology affect the formation of policies. Connect values and ideology to current policy proposals [EPAS 5].
- 1.2 Assess the impact of current or proposed policies/programs from a social work value perspective on disempowered and oppressed populations in the U.S. and internationally, based on age, race, ethnicity, gender, social class, or physical or mental disability [EPAS 5].
- 1.3 Articulate an understanding of the social worker's responsibility, as described in the NASW Code of Ethics to act as an advocate for distributive justice and human rights [EPAS 5].
- 2.1 Understand how social welfare policies can function as forms and mechanism of oppression and discrimination [EPAS 5].
- 2.2 Understand how societal trends and politics influence legislative, institutional, organizational, and international processes and structures, which in turn influence the development of policies and programs [EPAS 5].

- 2.3 Describe institutional arrangements that exclude disempowered and oppressed groups from full political and democratic process and advocate for remedies to address this exclusion [EPAS 5].
- 3.1 Identify a current policy problem that affects social workers and/or their constituents [EPAS 5].
- 3.2 Select an appropriate policy model or framework that can be used to critically examine the content and impact of a policy on disadvantaged and oppressed groups. [EPAS 5].
- 3.3 Use a comprehensive analysis of policy content and impact to advance social, political and economic well-being of disadvantaged and oppressed groups [EPAS 5].
- 4.1 Understand the utilization, benefits, and risks associated with the use of a wide range of advocacy practice skills including: lobbying, giving testimony at a public hearing, working with the media, working with constituents to develop and implement a lobbying campaign, and participation in electoral politics [EPAS 5].
- 4.2 Track a piece of legislation through the state legislative process [EPAS 5].
- 4.3 Prepare an advocacy action plan that can be used to persuade others to support or oppose a piece of legislation [EPAS 5].

**COURSE REQUIREMENTS/ASSIGNMENTS:**

This DISCOVERe course is supported by the MindTap Learning Platform. It is on MindTap the text is available, weekly homework assignments are completed, and most of the graded assignments are completed and recorded. **Each week** beginning the week of 1/27/2020, all students will have the following MindTap Assignment schedule:

**Mondays:** *“Why am I here?”*  
Chapter **Polling Activity** (3 points each) due before 11:59 PM every Monday throughout the semester.

**Wednesdays:** *“What am I learning?”*  
Chapter **Reading** with accompanying **videos** where pertinent; Chapter **Quiz** (10 points) due before 11:59 PM every Wednesday throughout the semester.

**Saturdays:** *“How do I practice what I’ve learned?”*  
Chapter **Video Activity** (100 points) and Chapter **Case Study(s)** (3 points) due before 11:59 PM every Saturday throughout the semester.  
*“What does this mean to me?”*  
Chapter **Reflection Activity** (2 points) due before 11:59 PM every Saturday throughout the semester.

**MAJOR ASSIGNMENTS:**

### **Presentation of a Social Problem**

This is a group project. A group of two students will identify a social problem that is of interest to them, analyze it and present their analyses to the class. The purpose of this exercise is to accurately describe a social problem that is central to the social work profession and effectively demonstrate its significance and urgency to the society. The problem presented can be international, national, state, regional or local. Presentation of the social problem must be accompanied by an informational “fact sheet” quantifying the problem. See course schedule and Canvas/MindTap for dates of student presentation.

### **Policy Brief:** *(Common Assignment #1)*

The policy brief assignment is a written assignment and group project (2 students) in which students will develop a policy brief and present it to the class. This policy brief should build on, and respond to, the social problem presented in the previous assignment. A policy brief is a document which outlines the rationale for choosing a particular policy alternative or course of action in a current policy debate. Policy is political and policy debate is a market-place of competing ideas. The purpose of this assignment is to apply critical thinking to formulate and advocate for policies that advance human and social, economic and environmental justice. Further instructions and grading rubric for this assignment will be posted on Canvas/MindTap and will be discussed in the class. *(Grading Matrix located in this syllabus preceding the Bibliography.)*

### **Policy Analysis:** *(Common Assignment #2)*

This is a two-part group assignment consisting of: 1) a group poster presentation on the policy analysis and 2) a group policy analysis paper. Student groups will apply a policy analysis framework to examine a public policy affecting populations at-risk or the social work profession. The purpose of this assignment is to assess how social welfare and economic policies impact the delivery of and access to social services; and to apply critical thinking to analyze policies that advance human and social, economic and environmental justice. Further instructions and grading rubric for this assignment will be posted on Canvas/MindTap and will be discussed in the class. *(Grading Matrix located in this syllabus preceding the Bibliography.)*

### **Grading policy:**

Grading MindTap and class assignments as well as the students’ participation and presence in class will determine the student’s final grade for the course. Assignments on MindTap are due as indicated in the course schedule. There is no make-up for MindTap assignments.

If students are having challenges that interfere with a deadline for a class presentation, it is essential to communicate this to the instructor as soon as possible. The deadlines for class presentations can be changed proper notice to the instructor is given.

### **Assignment and Presentation Total Points for grading criteria:**

<b>Due Date</b>	<b>Assignment</b>	<b>Points/Percent</b>
Weekly	MindTap weekly assignments	1219 points/ <b>61%</b>
Assigned	<b>Presentation of a Social Problem</b>	131 points/ <b>6.5%</b>
Assigned	<b>Policy Brief</b>	200 points/ <b>10%</b>
Assigned	<b>Policy Analysis</b>	250 points/ <b>12.5%</b>
Weekly	Participation and Attendance	200 points/ <b>10%</b>
	<b>TOTAL</b>	2000 points/ <b>100%</b>

**SUBJECT TO CHANGE STATEMENT:**

***This syllabus and schedule are subject to change in the event of extenuating circumstances.***

**TENTATIVE COURSE SCHEDULE**

**Spring 2020**

	<b>Date</b>	<b>Topic</b>	<b>Reading/Homework</b>	<b>Student Presentations</b>
1	Mon., Jan 20	<b>HOLIDAY</b> – Martin Luther King Jr. Day		
1	Wed., Jan 22	<i>Introduction</i>	Chapter One	
2	Mon., Jan 27	<i>Values &amp; Ideology + Formation of Policies</i>	MindTap	
2	Wed., Jan 29		Chapter Two	
3	Mon., Feb 3	<i>Impact on Oppressed Populations</i>	MindTap	
3	Wed., Feb 5		Chapter Three	
4	Mon., Feb 10	<i>NASW Code of Ethics; Distributive Justice and Human Rights</i>	MindTap	
4	Wed., Feb 12		Chapter Four	
	Mon., Feb 17	<b>HOLIDAY</b> – President’s Day	MindTap	
5	Wed., Feb 19	<i>Policies that function as forms of Oppression and Discrimination</i>	Chapter Five	
6	Mon., Feb 24	<i>Societal Trends, Politics and Policy Formulation</i>	MindTap	<b>Social Problem</b> 2 Student Groups

6	Wed., Feb 26		Chapter Six	<b>Social Problem</b> 2 Student Groups
7	Mon., March 2	<i>Exclusion through policy</i>	MindTap	<b>Social Problem</b> 2 Student Groups
7	Wed., March 4		Chapter Seven	<b>Social Problem</b> 2 Student Groups
8	Mon., March 9	<i>Identification of a policy problem</i>	MindTap	<b>Social Problem</b> 2 Student Groups
8	Wed., March 11		Chapter Eight	<b>Social Problem</b> 2 Student Groups
9	Mon., March 16	<i>Selecting appropriate policy models or frameworks for examination of groups</i>	MindTap	<b>Social Problem</b> 2 Student Groups
9	Wed., March 18		Chapter Nine	<b>Social Problem</b> 2 Student Groups
10	Mon., March 23	<i>The Comprehensive Analysis of policy content</i>	MindTap	<b>Social Problem</b> 2 Student Groups
10	Wed., March 25		Chapter Ten	<b>Social Problem</b> 2 Student Groups
11	Mon., March 30	<i>The Wide Range of Advocacy Practice Skills</i>	MindTap	<b>Policy Brief Presentation</b> 2 Student Groups
11	Wed., April 1		MindTap	<b>Policy Brief Presentation</b> 2 Student Groups
	Mon., April 6	<b>Spring Break</b>		<b>Policy Brief Presentation</b> 2 Student Groups
	Wed., April 8	<b>Spring Break</b>	Chapter 11	<b>Policy Brief Presentation</b> 2 Student Groups



1 2	Mon., April 13	<i>The State Legislative Process</i>	MindTap	<b>Policy Brief Presentation</b> 2 Student Groups
1 2	Wed., April 15		Chapter 12	<b>Policy Brief Presentation</b> 2 Student Groups
1 3	Mon., April 20	<i>The use of Persuasion in Advocating for an Action Plan</i>	MindTap	<b>Policy Brief Presentation</b> 2 Student Groups
1 4	Wed., April 22		Chapter 13	<b>Policy Brief Presentation</b> 2 Student Groups
1 5	Mon., April 27		MindTap	<b>Policy Brief Presentation</b> 2 Student Groups
1 5	Wed., April 29			<b>Policy Brief Presentation</b> 2 Student Groups
1 6	Mon., May 4			<b>Policy Analysis DUE</b>
1 6	Wed., May 6	Last Day of Instruction		

<b>Finals week</b>	<b>Days</b>	<b>Dates</b>
Final Exam Preparation & Faculty Consultation Days:	Thursday and Friday	May 7 – 8
Final Exam in this course	Monday, May 11 11:00 AM – 1:00 PM	May 11, 2020

**Policy Brief Assignment**  
**Grading Matrix**

Student(s): \_\_\_\_\_

	Excellent 90 – 100%	Competent 80-89%	Developing 70-79%	Poor Proficiency < 69%	Score
<p><b>Policy Brief Presentation</b></p> <p><i>Elements:</i></p> <p><i>Bill title.</i></p> <p><i>Legislative summary.</i></p> <p><i>Problem statement.</i></p> <p><i>Data/facts.</i></p> <p><i>Prior/related legislation.</i></p> <p><i>Recommendations.</i></p> <p><i>Sponsors/Supporters</i></p> <p><i>Sources.</i></p> <p><i>Contacts.</i></p>	<p>The policy brief presentation addresses populations at risk/social work profession. All elements of the policy brief are presented clearly and comprehensively, delivering important and relevant information necessary for full understanding.</p>	<p>The policy brief presentation addresses populations at risk/social work profession. All elements of the policy brief are presented, but some minor information is missing, needs further explanation, or lacks substantial depth.</p>	<p>The policy brief presentation addresses populations at risk/social work profession, however the presentation leaves out important information, is ambiguous, vague or barely adequate.</p> <p>1 to 2 elements are missing.</p>	<p>The policy brief presentation does not address populations at risk/social work profession.</p> <p>The presentation is poorly organized and difficult to understand.</p> <p>3 or more elements are missing.</p>	
<p>Persuasive Argument (Advocacy)</p>	<p>The persuasive argument is clear and comprehensive using all 3 components of Aristotle's persuasion robustly.</p> <p>Argument strongly appeals to most of the audience.</p> <p>Reasonable actions to take are requested from the audience.</p>	<p>The persuasive argument is clear and described using all 3 components of Aristotle's persuasion.</p> <p>Argument appeals to most of the audience.</p> <p>Reasonable actions to take are requested from the audience.</p>	<p>A nominal persuasive argument is described.</p> <p>Argument does not have strong appeal to most of the audience.</p> <p>Only uses 2 of 3 components of Aristotle's persuasion.</p> <p>Unreasonable or no actions are requested from the audience.</p>	<p>A poor persuasive argument is provided.</p> <p>Argument has no appeal to most of the audience.</p> <p>One or no components of Aristotle's persuasion are used.</p> <p>Unreasonable or no actions are requested from the audience.</p>	

	Excellent 90 – 100%	Competent 80-89%	Developing 70-79%	Poor Proficiency < 69%	Score
<b>Policy Brief Document</b>  <i>Elements:</i>  <i>Bill title.</i> <i>Legislative summary.</i> <i>Problem statement.</i> <i>Data/facts.</i> <i>Prior/related legislation.</i> <i>Recommendations.</i> <i>Sponsors/Supporters</i> <i>Sources.</i> <i>Contacts.</i>	The policy brief contains all of the required elements. The format and visual presentation is excellent, no writing errors seen, information is correct and easy to comprehend.	The policy brief contains all of the required elements. The format and visual presentation is adequate, very minimal writing errors seen, information is correct and understandable with some studying.	The policy brief contains all of the required elements, but format and visual presentation is unappealing, several writing errors seen, some information is missing, incorrect or hard to understand.  One of the elements is missing	The policy brief is poorly organized, inadequate unappealing and overall very difficult to understand.  Two or more of the required elements are missing.	
<b>Individual Student Contribution to Assignment</b>	Student was cooperative and contribution was excellent demonstrating above average collaboration skills.	Student was cooperative and contribution was satisfactory, student was dependable.	Individual was cooperative, however contribution was minimally satisfactory and student was at times undependable.	Student was uncooperative, no substantial contribution was made to the assignment or undependable.	
<b>Individual Presentation</b>	Superior presence, excellent oral skills and command of the topic. Very appealing to the audience.	Good presence, good oral skills and satisfactory command of the topic. Appeals to the audience at times	Lacks presence, but, oral presentation was satisfactory. Lacks command of the topic at times and audience appeal.	Oral presentation was unsatisfactory, did not have a group presentation role, absent.	
					Final Score

Instructions: Enter a percentage score in the far right column for each rubric element. In the Final Score cell, calculate the final score by adding all element percentage scores and dividing by 5 (elements) for the final score.

**Policy Analysis Paper  
Grading Rubric**

Student: \_\_\_\_\_

	<b>Excellent 90 – 100%</b>	<b>Competent 80-89%</b>	<b>Developing 70-79%</b>	<b>Poor Proficiency &lt; 69%</b>	<b>Score</b>
<p>Social Problem</p> <p><i>Historical, economic, political.</i></p> <p><i>Indicators &amp; markers.</i></p> <p><i>Data.</i></p> <p><i>Consequences.</i></p> <p><i>Variations.</i></p>	<p>A clear and comprehensive description of the social problem is provided that includes:</p> <p><b>1)</b> relevant historical, economic political content,  <b>2)</b> indicators &amp; markers,  <b>3)</b> data,  <b>4)</b> consequences, and  <b>5)</b> variations necessary for full understanding.</p>	<p>A clear description of the social problem is provided, but some minor information required in areas 1 through 5 is missing or description and analysis lacks substantial depth.</p>	<p>A social problem is stated, but a full description is missing, or important information is missing or barely adequate or one of the 5 required areas for the social problem description/analysis is missing.</p>	<p>The social problem description is poorly organized, difficult to understand or no clear description is provided.</p> <p>Two or more of the 5 required areas are missing.</p>	
<p>Description:</p> <p><i>Causal Chain.</i></p> <p><i>Values.</i></p> <p><i>Winner &amp; Losers</i></p>	<p>A clear and comprehensive description of the social problem is provided that includes:</p> <p><b>1)</b> a causal chain,  <b>2)</b> societal values and  <b>3)</b> winner and losers necessary for full understanding.</p>	<p>A clear description of the social problem is provided, but some minor information required in areas 1 through 3 is missing or description and analysis lacks substantial depth</p>	<p>A social problem is stated, but a full description is missing or important information is missing or barely adequate or 1 of the 3 required areas for the social problem description/analysis is missing.</p>	<p>The social problem description is poorly organized, difficult to understand &amp; no clear description provided.</p> <p>Two or more of the 3 required areas are missing.</p>	
<p>Description of the Policy Meant to Address the Social Problem</p>	<p>A clear and comprehensive description of the policy is provided including:</p> <p><b>1)</b> its salient features,  <b>2)</b> legislative history,  <b>3)</b> where it is codified, and  <b>4)</b> the responsible</p>	<p>A clear description of the policy is provided, but some minor information required in areas 1 through 4 is missing, incomplete or lacks substantial depth</p>	<p>A description of the policy is provided however, important information is missing, incorrect or barely adequate. One of the 4 required areas for the policy description is missing.</p>	<p>The description of the policy is poorly organized and difficult to understand.</p> <p>The policy described does not relate to the social problem</p>	

	agency(ies), necessary for full understanding.			Two or more of the required areas are missing.	
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	Excellent 90 – 100%	Competent 80-89%	Developing 70-79%	Poor Proficiency < 69%	Score
Policy Analysis Framework	A clear and comprehensive discussion of policy analysis framework is provided including: <b>1)</b> a correct rationale for the selected framework, <b>2)</b> a clear and comprehensive analysis of each elements of the framework reflecting critical thinking, and <b>3)</b> a proper conclusion about the fit of the policy to the social problem.	A clear and adequate discussion of policy analysis framework is provided, but some minor information required in areas 1 through 3 is missing, incomplete or lacks substantial depth in critical thinking.	A discussion of the policy analysis framework is provided however, important information is missing, incorrect or barely adequate.  One of the 3 required areas is missing.  Very little critical thinking demonstrated.	The discussion of policy analysis framework is poorly organized and difficult to understand.  The policy described does not relate to the social problem.  Two or all of the 3 required areas are missing.  No critical thinking demonstrated.	
Writing	Analysis reads like a single author. Excellent use of paragraph/sentence structure, punctuation, spelling, word choice, etc. Very minimal writing errors seen. Very minimal (1-2) APA errors seen.	Analysis reads like a single author. Good use of paragraph/sentence structure, punctuation, spelling, word choice, etc. Some errors seen sporadically. Some (3-4) APA errors seen	Analysis reads like multiple authors. Below average use of paragraph/sentence structure, punctuation, spelling, word choice, etc. Errors are seen consistently (>4).	Analysis reads like multiple authors. Use of paragraph/sentence structure, punctuation, spelling, word choice, etc., is so poor, reader cannot comprehend the subject matter.  APA not used or used incorrectly throughout.	

	Excellent 90 – 100%	Competent 80-89%	Developing 70-79%	Poor Proficiency < 69%	Score
Individual Student Contribution to Assignment	Student was cooperative and contribution was excellent demonstrating above average collaboration skills.	Student was cooperative and contribution was satisfactory, student was dependable.	Individual was cooperative, however contribution was minimally satisfactory and student was at times undependable.	Student was uncooperative, no substantial contribution was made to the assignment or undependable.	
					Final Score

Instructions: Enter a percentage score in the far right column for each rubric element. In the Final Score cell, calculate the final score by adding all element percentage scores and dividing by 6 (elements) for the final score.

## Bibliography

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