

College of Charleston

Social Welfare Policy & Sustainability (POLI 312) CRN # 23617

Spring 2018

MWF 11 – 11:50 a.m., RSS 137

Spring 2018

3 credit hours

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Office Hours: Mondays and Wednesdays 1 – 2:30 p.m. *or by appointment; 114 Wentworth, Rm 204 (Corner of Wentworth & Coming Sts.)*

Course Introduction

Social welfare policy involves governmental actions or non-actions that impact the quality of life for its citizens. This course provides an introduction to public policymaking in the United States and to select substantive social welfare policy areas. Rational, political and sustainability frameworks for policy study and analysis are developed across multiple areas of social welfare policy including poverty, disability, welfare, hunger, water quality and resource issues, healthcare, employment, services for children and the elderly and policies surrounding mental illness and substance abuse. How social welfare policy is impacted by politics, poverty, gender, race and crime and how social and economic resources can be made sustainable in order to alleviate some of these major societal problems will also be explored.

The **course/learning goals** of the course are to enable students to 1) analyze the policymaking process, 2) develop substantive policy expertise in a social policy/social justice issue area and 3) write a social science research paper that integrates theoretical models.

Required Texts & Additional Resources:

DiNitto, Diana M. and Johnson, David W. (2016). (8th Edition). *Social Welfare: Politics and Public Policy*. ISBN: 978-0-205-95913-6. Pearson. The text is available at the College of Charleston bookstore.

The e-book only option can be purchased at: <http://www.mypearsonstore.com/bookstore/social-welfare-politics-and-public-policy-subscription-9780205959198?xid=PSED>

**Additional required readings will be made electronically available through the OAKS system, accessible in MyCharleston.

Sustainable Literacy Outcomes:

Understanding the Triple Bottom Line: A framework for conceiving of sustainability by analyzing the systemic links between the three core domains of human life: social, environmental and economic impacts, through synthesizing and integrating knowledge by

SLO 3 – Identifying policies and practices that have led to unsustainability.

SLO4 – Synthesizing knowledge from two or more systems to address a sustainability problem.

Assessment Artifact: Social Welfare Policy Paper or Social Justice Paper

Course Procedures:

Communication –The primary method of communication from the instructor to the class outside of classroom time and office hours will be to your College of Charleston email. There will also be announcements, readings, lecture slides and assignments posted in OAKS. It is your responsibility to ensure that your accounts are active, and that you are checking them regularly in order to access and receive course updates, assignments and materials.

Behavior – Please be respectful and courteous of all students and the professor. This means being on time to class, using sound judgment by not engaging in conversations with other students during the lecture, and not exhibiting distracting behaviors such as eating, sleeping, surfing the internet and/or reading materials that are not related to the course or the class discussion.

Cell Phones & other Electronic Devices – You are expected to have your cell phones/electronic devices turned off or on silent during class discussions. It is a distraction to the instructor and your classmates if your cell phone and/or electronic device sounds during a lecture. Texting or playing games on your cell phone/electronic device are prohibited during class.

Laptops – Laptops & other electronic devices used to take notes are allowed. However, surfing the internet, including social networking sites such as Facebook, Twitter or Instagram, sending emails, text messages or playing computer games are distracting to the class and unacceptable. If inappropriate uses of your laptop and/or other electronic devices are detected during lecture, your privileges to utilize a laptop/electronic devices in class will be revoked.

Academic Honesty - You are responsible for making yourself aware of and understanding the College of Charleston Student Handbook policies that detail Honor Code Violations such as Academic Dishonesty found at: <http://studentaffairs.cofc.edu/honor-system/studenthandbook/2017-2018-student-handbook.pdf>

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>

You should consult with **the instructor** if you are uncertain about an issue regarding academic honesty prior to the submission of an assignment or an exam.

Violations of academic honesty include (but are not limited to) the following offenses:

- 1) Claiming as your own work a paper written by another student.
- 2) Turning in a paper that contains paraphrases of someone else's ideas but does not give proper credit to that person for those ideas.
- 3) Turning in a paper that is largely a restatement in your own words of a paper written by someone else, even if you give credit to that person for those ideas. The thesis and organizing principles of a paper must be your own.
- 4) Turning in a paper that uses the exact words of another author without using quotation marks, even if proper credit is given in a citation, or that changes the words only slightly and claims them to be paraphrases.
- 5) Turning in the same paper, even in a different version, for two different courses without the permission of both professors involved.
- 6) Using any external source (e.g. other students, a consultant or service) for assistance on an assignment or exam, unless given permission to do so by the professor.

Center for Disability Services – The College of Charleston will make reasonable accommodations for a student with a documented disability. If you are in need of accommodations for this course due to a disability, please contact the Center for Disability Services at SNAP@cofc.edu or (843) 953-1431. Then, come and talk to me ideally within the first two weeks of class so we can put your accommodations in place within the classroom. I am very willing to make any adjustments necessary to address all student needs.

Center for Student Learning - I encourage you to utilize the Center for Student Learning's (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. The CSL is located on the first floor of Addlestone Library and they can assist you with writing term papers, essays, letters, memos or book reviews from developing ideas and organizing materials to editing final drafts (in addition to other services). For more information regarding these services please visit the CSL website at <http://csl.cofc.edu> or call (843)953-5635.

Counseling - Confidential counseling and substance abuse services are available at the Robert Scott Small Building (located off the Cougar Mall), Suite 300. You may call 843-953-5640 for an appointment.

Course Withdrawal – *Please note that dropping a class involves more than just not attending.* Please contact the registrar's office to verify course withdrawal procedures. The last day to drop for full semester courses with a grade of "W" is Tuesday March 13, 2018. The contact number for the Office of the Registrar is 843-953-5668 or registrar@cofc.edu *Please consult the registrar's office before dropping a course.*

Course Requirements:

Attendance & Participation – *It is your responsibility* to attend lectures and obtain the information and materials disseminated during lecture periods. You are also expected to read all of the assigned readings prior to class and be prepared to discuss these readings during the class period.

An attendance sheet will be distributed during each class period. It is your responsibility to ensure that you sign the attendance sheet each class period. Under no circumstances, can another student sign the

attendance sheet for you. Please be aware that poor attendance is a primary reason for students' receiving poor grades and that you cannot participate in class unless you attend class. Some participation in class discussion is expected. You do not have to say something every time we meet, but please speak up with a considered opinion or thoughtful question occasionally. Participation will be tracked.

Important Note: Non-urgent/non-emergent situations (i.e. wedding, family vacation, employment or internship interviews or service, volunteer activities, medical and/or counseling appointments, etc.) should be addressed by the student during times that do not interfere with the student's course schedule, just as one would if s/he was seeking time off from an employer.

However, you are permitted up to two (2) unexcused absences (not including presentation dates) and two (2) late arrivals (not including presentation dates) with no penalty. For any unexcused absences past two or late arrivals past two, there will be a two percentage point deduction from your attendance grade for each absence and a one percentage point deduction for each late. ** However, if you are absent or late, you are still responsible for ensuring that you have read all readings and that you have obtained all information disseminated in class. The instructor is not responsible for updating you when you are willfully absent or late. Please obtain this information from your classmates.**

In the event that a student misses a class with a legitimate, documentable reason, that student may bring documentation to the Absence Memo Office located at 67 George Street (between Stern Center and Glebe Street) where the student may fill out a form with a schedule of missed class (es), dates missed, etc. A representative from the Absence Memo Office will notify the appropriate faculty by e-mail. The only way **absences and lates will be considered by the instructor for excusing (outside of the allowed two unexcused absences/two lates), is if the reason for absence/late is documented (e.g. medical note or obituary) and accepted by the absence memo department.**

A link to the Absence Memo office website/guidelines is:

<http://studentaffairs.cofc.edu/about/services/absence.php>

Any absences from in-class presentation dates will be unexcused, unless they are approved by the absence memo office. **Four percentage points will be deducted for each unexcused absence *from a class session in which students are presenting.*

Attendance and Participation is assessed at 10% of your final course grade.

In-Class and Out of Class Writing Assignments/Case Studies – There will be in-class and out-of-class case study and short writing assignments. Instructions will be provided at the time of assignment. **In class case studies and writing assignments cannot be made up. These assignments will be assessed at 5% of your course grade.**

Examinations – There will be two exams, totaling 25% of your course grade. **The first exam is worth 10% and the second exam is worth 15%.** The two exams will cover reading and material reviewed in class including classroom discussions and activities. Exams are intended to motivate students to keep up with the course schedule and to integrate ideas and information as we proceed. The format will consist of a combination of multiple choice, short answer, case scenarios and/or essay questions. It is advisable that you attend class, take notes and keep up with your weekly readings so that you are prepared for the examinations.

Please notify me in advance if there are extenuating circumstances that prevent you from taking an exam during the scheduled exam period ("extenuating" circumstances are examined on a case by case basis, and may or may not be approved). Examinations cannot be taken early unless it is pre-approved by me. Make up exams cannot be taken unless there is an emergency. *Written documentation may be required for both scenarios.* **Failure to notify me prior to the exam hour about an unexpected absence (or as soon as prudently possible after there is an emergency – e.g. 24 – 48 hours) could result in a zero for that grade or a late penalty.** Any exams that I may approve for you to take early or make up after the

examination period may not be the same as the exam given during the scheduled exam period; the exam may be an all-essay question exam.

Social Welfare Policy Paper/Oral Presentation or Social Justice Paper/Poster Presentation-

A solid understanding of the policy process and of substance in a social policy area of your choice demonstrated in an 8 - 10 page paper and oral (group) presentation or a Social Justice Environmental Water Quality & Race/Poverty paper of 8 – 10 pages and a poster presentation representing your research, is the achievement toward which the course builds. *The social welfare policy paper and social justice environmental water quality & Race/Poverty paper assignments are detailed in a separate handout.*

Students must use APA style citations. Please refer to <http://www.calstatela.edu/library/styleman.htm> for assistance with the APA citation style.

The final paper is assessed at 30% of your final course grade.

Interim assignments - These assignments are building blocks toward the course paper, detailed in a separate handout.

You will have a *library session* in the Addlestone library, room 122 on **February 2nd** during our regularly scheduled class time. There will be a *library assignment* that will be due by Monday **February 5th**. You must submit a brief paper proposal abstract by **February 9th** and have your topic approved before proceeding with your paper. An annotated bibliography will be due on **March 9th**, a Policy Community Map will be due on **March 16th** and the final paper will be due on **April 20th**. **The interim assignments are assessed at 30% of your grade and the paper assignment is assessed at 30% of your grade. Both the paper and interim assignments make up 60% of your final grade.** *You will be assigned a presentation date if you choose the social welfare policy paper. Your poster presentation date will be April 4th at the Race & Water Quality academic talk/event if you chose the social justice paper.*

Presentations – Whether you choose the Social Welfare Policy Paper or the Social Justice Paper, students will be required to present their findings towards or at the end of semester. All students are required to attend all in-class presentations (even if they are not presenting). Note the attendance and participation requirements above. Students choosing the Social Justice Paper option are required to attend the April 4, 2018 Race & Water Quality Event and present their posters. *The presentation requirements are detailed in a separate handout.*

Grades will be based on analytical rigor, empirical evidence, and writing skill and will be assessed using the following general guidelines:

A Excellent; Clear, thorough, and well-supported
A– Very good, with few shortcomings; or Clear, but incomplete
B+ Generally clear, but some gaps; or Good, though somewhat unclear
B Gaps in logic and evidence; or Disordered; or Undeveloped
B– Multiple gaps and unclear parts; or Containing contradictions
C+ Unclear throughout; or Wrong question

C Vague and unsupported
C– Very unclear and confusing; or No argument
D+ Unclear and misunderstood; or Incorrect/missing citations throughout
D Very poor
D– Extremely poor
F Insufficient effort; or Dishonesty

Extra Credit: Attendance at Political Events/Lecture (with a written summary requirement) or Volunteer Service Learning Opportunities (without a written summary requirement) - You will be presented with opportunities *that are related to our class* to attend events or lectures across campus. Many of these opportunities expand your knowledge how social welfare issues are impacted by the political, social and economic environments.

If you attend, you are required to complete a one page (single-spaced) or two page (doubled spaced) typed written summary that clearly describes the event/lecture, uses detailed examples to clearly link the lecture/event to class readings/discussion that is well-written, organized and has limited to no grammatical errors. **The instructor will notify the class of events/lectures that qualify and you must submit your summary within a week of the event/lecture to the OAKS dropbox.**

The instructor will also present social welfare oriented service learning opportunities for students to volunteer in the community. *If students participate in a service learning activity they must upload proof that they participated to the OAKS dropbox. A written summary is not required if students participate in volunteer activities.*

**Students will receive up to 5% towards their participation grade for each event/lecture or volunteer activity that they participate in (up to two) For example, if a student receives 100% for their participation grade, they can receive up to 105% for this category for attending one event/lecture and completing a written summary or participating in volunteer service learning activity & up to 110% for this category for attending two events/lectures and completing two summaries or participating in two volunteer service learning activities. Participation and attendance is worth 10% of a students' total grade.

Late Assignments – Any assignments submitted late (without prior approval), will receive a 10% penalty off of the course grade earned, per day, including weekends (e.g. due date on a Friday, the student submits the paper on Monday. If the student earned an 80% without the late penalty & the assignment is 3 days late: 30% will be taken off of the 80% earned; with the final grade for the student being a 50% F). Assignments that are submitted later than five (5) days after the due date (without the Instructor's permission) will not be accepted. Assignments submitted after the course has ended (without the Instructor's permission) will not be accepted.

Methods of Evaluation:

Assessment	Weight
Exams (2)	25% (1 st exam 10%, 2 nd exam 15%)
Interim Assignments	30%
Library Assignment (2%)	
Proposal (2%)	
Annotated Bib (10%)	
Policy Community Map (10%)	
Presentation (6%)	
Attendance/Participation	10%
Writing Assignments/Case Studies	5%
Policy Paper or Social Justice Paper/Project	<u>30%</u>
Total:	100%

Grading Scale:

93 – 100	A
89 – 92	A-
85 – 88	B+
81 – 84	B
77 – 80	B-
74 – 76	C+
71 - 73	C
68 – 70	C-
64 – 67	D+
60 – 63	D
56 – 59	D-
55 & Below	F

Week	Topics and reading assignment
1: Week of Jan 8	<p>Introduction to course/ What is public policy & Social Welfare Policy? Introduce research paper</p> <p>DiNitto – Introduction: Politics, Rationalism, and Social Welfare Policy</p> <p>Anderson, James E. <i>Public Policymaking</i>, 2013, Ch 1, pp 1-18 (OAKS)</p>
	Part I: The Context of Policymaking/Steps in the Policy Process
2: Week of Jan. 15 **No Class Monday January 15 th – Martin Luther King Jr. Day**	<p>Detailed Explanation of Social Welfare Policy and Social Justice Paper Options</p> <p>DiNitto – Ch. 1 - Politics and the Policymaking Process</p> <p>Gosling, James – <i>Economics, Politics and American Public Policy</i>, 2013. Chap. 9. Rising Inequality and the Middle Class Squeeze (OAKS)</p> <p>Van Wormer & Link – <i>Social Welfare Policy for a Sustainable Future</i>. 2016. Challenges to Social Welfare: Power, Exploitation & Unintended Consequences. Pgs. 17 – 20 (OAKS).</p> <p>Historical and Structural Contexts: Ideology Anderson, Ch. 2 pp 41 – 50 (top of page 50); Ch. 4 pp 140 - 150. (OAKS)</p> <p>Open Secrets.org: Interest Groups Giving: https://www.opensecrets.org/industries/mems.php?party=R&cycle=2018</p>
3: Week of January 22	<p>Steps in the Policy Process:</p> <p>DiNitto – Ch. 2 - Analyzing, Implementing, and Evaluating Social Welfare Policy</p> <p>Problem Definition: Anderson, Ch 3, pp. 87-95 (through top paragraph on page 95) (OAKS)</p> <p>Agenda Setting/Formulation of Alternative: Anderson, Ch 3, pp. 95-108 (reading ends before case studies) (OAKS)</p> <p>Implementation: Anderson, Ch. 6 (excerpt) (OAKS)</p> <p>Evaluation: Anderson, Ch 7 (excerpt) (OAKS)</p>
	Part II: Social Policy in the U.S.

<p>4: Week of Jan. 29</p>	<p>History of Social Policy/Social Insurance Programs in the U.S.</p> <p>DiNitto – Ch. 3 - Politics and the History of Social Welfare Policy</p> <p>DiNitto – Ch. 5 - Preventing Poverty: Social Insurance and Personal Responsibility pp. 101 – 113.</p> <p>DiNitto – Ch. 6 - Disability Policy: From Public Assistance to Civil Rights pp. 122 -133 and 137 – 141.</p> <p>**Library Session & Library Assignment – Addlestone Library, room 122 - Friday February 2nd.</p>
<p>5: Week of Feb. 5</p>	<p>Poverty, Gender & Sexual Orientation</p> <p>DiNitto – Ch. 4 – Ending Poverty: Is It An Issue Anymore?</p> <p>& DiNitto – Ch. 11: The Challenges of a Diverse Society: Gender and Sexual Orientation pgs. 427 – top of pg. 446.</p> <p>#gendergap: https://twitter.com/hashtag/gendergap?lang=en</p> <p>Carter, Shawn. 2017. CNBC. The Gender Pay Gap in the U.S. is Still 20%- but Millennial Women are Closing in on Men. https://www.cnbc.com/2017/08/07/gender-pay-gap-is-still-20-percent-but-millennial-women-are-closing-in.html</p> <p>Lily Karlin. 2014. The Huffington Post. The Gender Gap Exists Even Among Hollywood’s Most Rich and Powerful. Found at: http://www.huffingtonpost.com/2014/12/18/gender-gap-hollywood_n_6348120.html</p> <p>AAUP. The Simple Truth About the Gender Pay Gap: https://www.aauw.org/research/the-simple-truth-about-the-gender-pay-gap/</p> <p>Johnson, Carolyn. 2015. Boston Globe. UMass Research adds wrinkle to finding gender gap solution. http://www.bostonglobe.com/news/science/2015/04/07/how-get-women-lean-male-dominated-fields-build-better-teams/7Y1jCMkIRkJMw93zEv00LI/story.html</p> <p>Stiles, Kara. 2017. Forbes. Here’ How the Gender Gap Applies to Retirement:https://www.forbes.com/sites/karastiles/2017/11/01/heres-how-the-gender-gap-applies-to-retirement/#5c8c62496519</p> <p>Klein, Betsy. 2017. CNN. Ivanka Trump - Ending Equal Pay Data Collection. http://www.cnn.com/2017/08/31/politics/white-house-ivanka-trump-equal-pay-data/index.html</p> <p>**Social Welfare Policy Paper & Social Justice Paper Proposals Due Friday February 9th</p>
<p>6: Week of Feb. 12</p>	<p>Race/Ethnicity and Immigration</p> <p>DiNitto Ch. 12 – The Challenges of a Diverse Society: Race, Ethnicity, and Immigration</p> <p>Krogstad, Jens Manuel. Jeffrey S. Passel and D’Vera Cohn. 2017. “5 Facts About Illegal Immigration in the U.S.” Pew Research Center. http://www.pewresearch.org/fact-tank/2017/04/27/5-facts-about-illegal-immigration-in-the-u-s/</p> <p>Tafari, Joseph. “U.S. Immigration Officials Announce 2,000 Arrests in Nationwide Raids.” <i>Los Angeles Times</i>. (Washington, DC). March 9, 2015. http://www.latimes.com/nation/la-na-immigration-arrests-deportations-20150309-story.html</p>

	<p>Ainsley, Julia Edwards. "HB Visa Fraud Getting new Scrutiny." U.S. News & World Report. (Washington, DC). April 3, 2017. https://www.usnews.com/news/top-news/articles/2017-04-03/us-homeland-security-announces-steps-against-h1b-visa-fraud</p> <p>Zayas, Luis H. and Mollie H. Bradlee. 2014. Exiling Children, Creating Orphans: When Immigration Policies Hurt Citizens. <i>Social Work</i>. 59 (2); 167 -175. (OAKS).</p> <p>Brian Bennett and Joseph Tanfani. 2014. How Obama’s Immigration Plan is Expected to Roll Out. LA Times. Found at: http://www.latimes.com/nation/la-na-year-ahead-immigration-20141230-story.html</p> <p>Nowrasteh, Alex. 2016. CATO Institute. Trump’s Immigration Plans. https://www.cato.org/blog/president-trumps-immigration-plans</p>
<p>7: Week of Feb. 19</p> <p>**Exam 1 Fri. 2-23</p>	<p>Race/Ethnicity, Water Quality & Sustainable Resources</p> <p>Cage, Monkey. 2016. How Racial Segregation and Political Mismanagement Led to Flint’s Shocking Water Crisis. <i>The Washington Post</i>. Found at: https://www.washingtonpost.com/news/monkey-cage/wp/2016/02/08/heres-the-political-history-that-led-to-flints-shocking-water-crisis/</p> <p>Laurent, Oliver. 2016. TIME: The Poisoning of An American City: http://time.com/4187507/time-flint-water-crisis-cover/</p> <p>Fox, Maggie. 2016. NBC News. CDC Confirms Lead Levels Shot Up in Flint Kids After Water Switch: https://www.nbcnews.com/storyline/flint-water-crisis/cdc-confirms-lead-levels-shot-flint-kids-after-water-switch-n598496</p> <p>Van Wormer & Link – Social Welfare Policy for a Sustainable Future. 2016. Environmental Sustainability and the Social Work Profession. Pgs. 113 – 116 top of page & 123 – 126 top of page. (OAKS).</p> <p>Jordan, Rob. 2016. Stanford News. Q & A: Stanford Water Expert on Lessons of Flint, Michigan, Crisis. <i>Stanford News</i>. Found at: http://news.stanford.edu/2016/03/11/flint-water-luthy-031116/</p> <p>Daigger, Glen T. 2009. Evolving Urban Water and Residuals Management Paradigms: Water Reclamation and Reuse, Decentralization and Resource Recovery. <i>Water Environment Research</i>. 8 (15). 809 – 823.</p> <p>Exam 1 Review</p> <p>**Exam 1 – Friday February 23rd</p>
	<p>Part III: Substantive Social Policy Areas</p>
<p>8: Week of Feb. 26</p>	<p>Public Assistance Programs/Income Supports (TANF, Unemployment, SNAP)</p> <p>DiNitto – Ch. 5 - Preventing Poverty: Social Insurance and Personal Responsibility, pp. 114 – 120.</p> <p>Center for Budget and Policy Priorities. 2015. "Policy Basics: An Introduction to TANF: https://www.cbpp.org/research/policy-basics-an-introduction-to-tanf</p> <p>Edin, Kathryn and H. Luke Shaefer. 2016. The Atlantic. 20 Years Since Welfare Reform. https://www.theatlantic.com/business/archive/2016/08/20-years-welfare-reform/496730/</p> <p>NCSL. Welfare Reform: Family Cap Policies. 2011. http://www.ncsl.org/research/human-services/welfare-reform-family-cap-policies.aspx</p>

	<p>California to End Contentious 'Maximum Family Grant' Welfare Policy. 2016. CBS SF Bay Area: sanfrancisco.cbslocal.com/2016/06/14/california-end-contentious-maximum-family-grant-welfare/</p> <p>Bolen, Ed and Stacy Dean. 2017. Waivers Add Key State Flexibility to SNAP's Three-Month Time Limit: https://www.cbpp.org/research/food-assistance/waivers-add-key-state-flexibility-to-snaps-three-month-time-limit</p> <p>Hurricane SNAP Waivers Expire. 2017. NACS: http://www.convenience.org/Media/Daily/Pages/ND1102175.aspx#.WIM-QUxFyP8</p> <p>The Root. 2017. #Flint Thousands of Children to Receive Food Aid: https://www.theroot.com/flint-thousands-of-children-to-receive-food-aid-to-li-1795279032</p> <p>**Virtual Poverty Simulation, Chelsi Howard & Savannah Murray (Palmetto Community Partnership Action Partnership) – Monday February 26th & Wednesday February 28th</p>
9:Week of Mar. 5	<p>Health Care Policy</p> <p>DiNitto – Ch. 8 - Financing Healthcare: Can All Americans Be Insured?</p> <p>Obamacare Facts: https://obamacarefacts.com/obamacare-facts/</p> <p>Robin M. Winick and Romana Hasnain-Wynia. "Quality Improvement Efforts Under Health Reform: How to Ensure that they Help Reduce Disparities – Not Increase Them." (2011) (OAKS).</p> <p>R. Brian Spring and Scott V. Wagner. 2014. JDSUPRA Business Advisor. Supreme Court's Contraceptive Decision Not a One-Size-Fits-All Religious Exemption from Affordable Care Act Requirements. Found at: http://www.jdsupra.com/legalnews/supreme-courts-contraceptive-decision-n-10338/</p> <p>National Conference of State Legislatures (State Laws and Actions Challenging Certain Health Care Reforms). 2017. http://www.ncsl.org/research/health/state-laws-and-actions-challenging-ppaca.aspx</p> <p>Sanger-Katz. 2018. Requiem for the Individual Mandate. The NY Times. (OAKS).</p> <p>Gaudio, Nicole and David Jackson. 2017. USA Today. Alexander-Murray Deal on Health Care Subsidies Falter after Trump Tweets Disapproval: https://www.usatoday.com/story/news/politics/2017/10/18/trump-reverses-course-rejects-alexander-murray-deal-health-care-subsidies/775389001/</p> <p>Pear, Robert. 2017. Obamacare Sign-Ups at High Levels Despite Trump Saying Its Imploding. (OAKS).</p> <p>Milligan, Susan. 2018. US News & World Report. The Zombie Health Care Law. https://www.usnews.com/news/the-report/articles/2018-01-05/republicans-cant-kill-obamacare</p> <p>Pear, Robert. 2018. The NY Times. Trump Proposes New Health Plan Options for Small Business Owners. (OAKS).</p> <p>Sanger-Katz. 2018. The NY Times. Remember Trump's Pitch on Health Care Associations? Now We Know What He Meant. (OAKS).</p> <p>CBS/AP. 2017. Is the CVS Health-Aetna Deal an Rx for Healthcare Costs?</p>

	<p>https://www.cbsnews.com/news/cvs-aetna-merger-health-care-costs/</p> <p>***Annotated Bibliography Due Friday March 9th</p>
10:Week of Mar. 12	<p>Employment Policy & Economic Sustainability</p> <p>DiNitto – Ch. 9 - Preventing Poverty: Education and Employment Policy 208 – 218.</p> <p>DiNitto – Ch. 11 - The Challenges of a Diverse Society: Gender and Sexual Orientation pgs. 446 – 462.</p> <p>William A. Darity, Jr. and Patrick L. Mason. "Evidence on Discrimination in Employment." Journal of Economic Perspectives. Spring 1998 (OAKS)</p> <p>#MeToo:</p> <p>Young Nance, Penny. 2017. Fox News. http://www.foxnews.com/opinion/2017/10/19/metoo-sexual-harassment-is-bi-partisan.html</p> <p>McGrady, Vanessa. 2017. Forbes. Are you a #Me Too? https://www.forbes.com/sites/vanessamcgrady/2017/10/23/metoo/</p> <p>Schnall, Marianne. 2017. Huffington Post. From #MeToo to Men Too: How Men Can Prevent Harassment and Abuse. https://www.huffingtonpost.com/entry/from-metoo-to-men-too-how-men-can-prevent-harassment_us_5a05e669e4b0f1dc729a6a91</p> <p>Barr, Heather. 2017. #MeToo is Important but the War on Women is a Far, Far Bigger Deal. https://www.theguardian.com/commentisfree/2017/dec/31/metoo-is-important-but-war-on-women-is-far-bigger-deal</p> <p>Zacharek, Stephanie, Eliana Dockterman and Haley Sweetland Edwards. Time. 2017. Time Person of the Year: Silence Breakers: http://time.com/time-person-of-the-year-2017-silence-breakers/</p> <p>**Policy Community Map Due Friday March 16th</p>
11:Week of Mar. 19	<p>Spring break – No Classes</p>
12:Week of March 26	<p>Crime Policy</p> <p>Raphael. 2009. "The Impact of Incarceration on the Employment Outcomes of Former Inmates: Policy Options for Fostering Self-Sufficiency." In Heinrich and Scholz (eds). <i>Making the Work-Based Safety Net Work Better</i>. Russell Sage Foundation. (Excerpt) (OAKS)</p> <p>The Sentencing Project: Felony Disenfranchisement : A Primer http://www.sentencingproject.org/doc/publications/fd_Felony%20Disenfranchisement%20Primer.pdf</p> <p>Michael McLaughlin. "Felon Voting Laws Disenfranchise 5.85 Million Americans With Criminal Records: The Sentencing Project. 2012." The Huffington Post. Found At: http://www.huffingtonpost.com/2012/07/12/felon-voting-laws-disenfranchise-sentencing-project_n_1665860.html?r=3&ref=us</p> <p>Western, B. & Wildeman, C. (2009). The black family and mass incarceration. <i>Annals of the American Academy of Political and Social Science</i>, 621. (OAKS)</p> <p>Weaver, V.M. & Lerman, A.E. (2011). Political consequences of the carceral state. <i>American Political</i></p>

	<p>Science Review, 104(4), 817-833. (OAKS)</p> <p>Michelle Alexander. 2012. <i>The New Jim Crow: Mass Incarceration in the Age of Color Blindness</i>. The New Press. New York, NY. (Excerpt). (OAKS)</p> <p>Police Redouble Efforts to Recruit Diverse Officers: https://www.usatoday.com/story/news/2015/01/21/police-redoubling-efforts-to-recruit-diverse-officers/21574081/</p> <p>Hiring a Diverse Police Force: It's Easier Said Than Done: https://www.minnpost.com/cityscape/2016/07/hiring-diverse-police-force-its-easier-said-done</p>
13: Week of Apr. 2	<p>Crime Policy Continued</p> <p>Wednesday April 4th – Race & Sustainability Talk & Poster Presentation (<i>for those Students that Chose the Social Justice Environmental Water Quality & Race/Poverty Option</i>)</p> <p>Exam Review</p> <p>Exam II – Friday April 6, 2017</p>
	<p>Part IV: Paper Presentations (For Students Choosing the Social Welfare Policy Paper Option)</p>
14: Week of Apr. 9	Paper Presentations
15: Mon. Apr. 16	<p>Paper Presentations</p> <p>**Final papers due on Friday April 20th</p>
16: Week of Apr. 23	<p>Monday April 23, 2017 – Final Day of Regular Classes Presentations Continued</p> <p style="text-align: right;">Paper</p>
Final Exam Period (Required for all students)	<p>Friday April 27, 2017 from 12 p.m. to 3 p.m.</p> <p>Paper Presentations will be held during the final exam period. Attendance is required for all students (presenters & non-presenters). Final Grades are due on Monday May 7, 2018.</p>