FORDHAM UNIVERSITY GRADUATE SCHOOL OF SOCIAL SERVICE
Social Policy II: Human Rights Policy Analysis, Advocacy and Practice
Master Syllabus 2016-2017

COURSE DESCRIPTION
The course introduces a rights-based approach to policy practice and advocacy. Using human rights principles, students will learn how to use specific policy analysis frameworks to plan for and develop advocacy strategies that facilitate social change. Students will learn and apply specific advocacy skills, addressing policy issues in community, organization, and legislative settings.

PLACE OF COURSE IN THE CURRICULUM
This is a required advanced year course that builds on two foundation-level pre-requisite courses: Human Rights and Social Justice (SWGS 6050) and Social Policy I: Policies and the Profession (SWGS 6006). This course deepens the student’s understanding of the human rights framework by applying the framework to policy analysis and developing advanced level advocacy practice skills at mezzo and macro levels.

RELATIONSHIP OF COURSE TO HUMAN RIGHTS, SOCIAL JUSTICE AND WELLBEINGS
This course moves from a more passive understanding of human rights and advocacy within the profession to active incorporation into practice. Throughout the course special attention is given to the ways in which interests are represented in or excluded from the policy process and the implications for human rights and social justice.

COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>CSWE Competencies</th>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Building on basic policy analysis skills, social workers critically analyze social, economic, environmental and other relevant public policies from a human rights and social justice framework.</td>
<td>Social workers are able to analyze policies using universal human rights standards to evaluate effectiveness in advancing social well-being and social and economic justice.</td>
</tr>
<tr>
<td>2. Social workers advocate for, implement and evaluate social change in communities, organizations and the legislative arena through the use of participatory processes to establish socially and economically just goals that promote the realization of human rights.</td>
<td>Social workers implement advocacy efforts to advance social well-being, social and economic justice and the realization of human rights in organizations, communities and at policy levels using universal human rights standards. These efforts include: ● developing advocacy strategies based on stakeholder analysis and other analyses of the situation given available resources; ● applying relevant laws, regulations and standards to advocate for change; ● effectively communicating with audiences to influence actors and gain support through written, verbal, media and social media applications; and ● organizing and working effectively in coalitions, alliances and other relevant mechanisms.</td>
</tr>
</tbody>
</table>
READINGS

Required Text
Instructors should choose from the texts listed below any combination of texts.


+ A practitioner’s guide to human rights monitoring

Supplemental Readings – SEE APPENDIX A

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Common Assignment</th>
<th>Competency</th>
<th>Contribution to final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rights-based policy analysis and advocacy strategy paper</td>
<td>1,2</td>
<td>40%</td>
</tr>
<tr>
<td>Guided Instruction**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation, Attendance, Effort, etc..</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Other assignments to be determined by instructor. At least one of which should explicitly assess student ability to implement advocacy skills covered in the course. See Appendix C for suggestions.</td>
<td></td>
<td>45%</td>
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</table>

*Common assignment is one assignment for all sections of the course. Individual instructor will develop additional assignment(s).

**Individual instructor to determine contribution to final grade and practice behaviors assessed.
|----------|---------------------------------------------------------------------|
| **Description of Module** | ● Definition of policy practice  
● Role of social workers as advocates  
● Human rights instruments mechanisms and institutions. Relevance to policy. UDHR and beyond.  
● Policy and human rights in content area (aging, immigration, substance abuse, mental health, children) |
| **Learning Outcomes** | Students will recognize the HRSJ policy and advocacy components in social work practice and its relevance to their daily work. |
| **Readings** | Cummins, Chapters 1 & 2 and/or Hoeffer, Chapters 1 & 2  
Additional Resources:  
+ A practitioner’s guide to human rights monitoring – Chapters 1-2 |

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<tr>
<th>Module 2</th>
<th>Rights Based Policy Analysis Skills</th>
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</table>
| **Description of Module** | ● Review of framework presented in Policy I and HRSJ implications  
● Rights based framework for policy analysis  
● Goals, eligibility, goals, benefits, adequacy and equity, universal or selective  
● Identifying stakeholders  
● Empowerment of the populations we serve |
| **Learning Outcomes** | Students will be able to analyze a policy using a human-rights policy analysis framework. |
| **Readings** | Cummins, Chapter 9.  

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<tr>
<th>Module 3</th>
<th>Policy Making Processes and Arenas</th>
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| **Description of Module** | ● Policy making arenas: International, Federal, State, Local, Organization/Agency  
● Locating the venue for advocacy  
● How a bill becomes law  
● Policy Adoption |
| **Learning Outcomes** | Students will understand the different arenas where policies are made and will analyze the policy making process in each arena and social work’s role in these processes including the use of advocacy. |
| **Readings** | Cummins, Chapters 3,4,6 or Jansson Ch 4  

**Additional resources**  
Basic Civics  
<table>
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<tr>
<th>Module 4</th>
<th>Problem Definition and Analysis</th>
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| **Description of Module** | • Problem Definition from a rights based approach  
• Locating relevant data and research  
• Agenda Setting  
• Stakeholder participation and analysis  
• Framing the problem |
| **Learning Outcomes** | Students will be able to utilize empirical to define and analyze social problems from a rights approach. |
| **Readings** | Cummins, Chapter 8 or Jansson, Chapter 6 and/or Hoeffer, Chapter 4  
Additional Resources  
+ A practitioner’s guide to human rights monitoring, Chapter 3 (pp. 13-24)  
University of Kansas, *Community Tool Box*, Section 8. Identifying and Analyzing Stakeholders and their Interests [http://ctb.ku.edu/en](http://ctb.ku.edu/en) |

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<tr>
<th>Module 5</th>
<th>Agencies as arenas of policy change</th>
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| **Description of Module** | Agency-based Skills:  
• Stakeholder analysis  
• Power analysis at decision-making levels: board of directors; agency leadership (directors); and program managers  
• Negotiation  
• Organizational assessment (culture) |
| **Learning Outcomes** | Students will understand the agency/organization from a policy context as well as demonstrate an ability to describe constituent groups within an agency setting. |
| **Readings** | Janson, Chapters 10-11  
Schneider & Lester (2001). Chapter 8 Administrative Advocacy  
**Module 6**

**Communities as arenas of policy change**

| Description of Module | • Capacity mapping  
|                       | • Community organizing  
|                       | • Awareness raising – use of new media  
|                       | • Community campaigns  
|                       | • Coalition building  

| Learning Outcomes | Students will be able to demonstrate stakeholder analysis, negotiation, coalition building knowledge and skills. Students will be able to apply skills of community-based capacity mapping and community organizing.  

|          | Additional Resources:  

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### Module 7

**Implementation of macro-level intervention and policy change – Legislative Advocacy**

#### Description of Module
- Stages of policy process
- Persuasion
- Written testimony
- Political campaigns
- Lobbying

#### Learning Outcomes:
Students will be knowledgeable about Legislature as a venue for policy making. Students will understand the process through which policy is made in this venue. Students will be able to use each of the skills listed above as a means of advocacy within this venue.

#### Readings
Cummins, Ch 7, 10, 12 or Jansson, Ch 9,11 and/or Hoeffer, Chapters 5-7.

### Module 8

**Evaluation of the Policy**

#### Description of Module
- Challenges of evaluation
- Models of evaluation
- From a human rights perspective: participation, sufficiency... (please help here)
- Evidence based policy practice

#### Learning Outcomes:
Students will develop measurable policy outcomes, learn to critically analyze policy processes, and their contribution to reaching expected outcomes. Students will identify and select evaluation tools that are most appropriate for evaluating specific policies and explain the benefits of policy evaluation. Students will also identify and propose ways to address evaluation challenges.

#### Readings
Cummins, Chapter 9, or Jansson, Chapter 14, and/or Hoeffer, Chapter 8-9


APPENDIX A

Supplementary Readings:
All sections
Weekly reading of newspapers such as *New York Times*, *Wall Street Journal*, *Washington Post*, or other papers, periodicals or reports as recommended by your course instructor.

U. S. House of Representatives *Green Book: Background Material and Data on Programs within the Jurisdiction of the Committee on House Ways and Means*. This can be accessed at the following website: [http://www.financprojectinfo.org/WIN/2010 green book.asp](http://www.financprojectinfo.org/WIN/2010 green book.asp)

Websites of Interest:
Reports or advocacy newsletters such as those provided by some of the organizations listed below is highly recommended to keep students informed about current developments in policy making and budgeting.

- [www.acef.org](http://www.acef.org) - Annie E. Casey Foundation, See KIDSCOUNT
- [www.childrensdefense.org](http://www.childrensdefense.org) – Children’s Defense Fund (you might want to subscribe to the free monthly newsletter at this address)
- [http://www.irp.wisc.edu/index.htm](http://www.irp.wisc.edu/index.htm) Institute for Research on Poverty
- [www.unicef.org](http://www.unicef.org) - UNICEF (see especially State of the World’s Children published annually)
- [www.cwla.org](http://www.cwla.org) – Child Welfare League of America
- [www.acf.hhs.gov](http://www.acf.hhs.gov) – Administration for Children, Youth and Families, USDHHS
- [www.nyc.gov/html/acs](http://www.nyc.gov/html/acs) - NYC Administration for Children’s Services
- [www.nccp.org](http://www.nccp.org) – National Center for Children in Poverty

Older adults
Module 1:


Module 2:


Module 5:


Module 7:


Module 8:


APPENDIX B

COMMON ASSIGNMENT: Developing an advocacy strategy
This assignment should approximate 8-10 pages excluding references.

I. SUMMARY – OVERVIEW (2 Pages) –
Describe the scope of the problem/issue/human rights violation.
● Include relevant data to document how many people are impacted and how pervasive this issue is.

II. Framework for rights-based policy analysis (1-2 Pages) –
§ Identify human rights that are violated or affected by this issue
§ What federal, state, and/or local laws and regulations relate to your policy issue?
§ What international human rights instruments relate to your policy issue (suggestions: International Conventions and Treaties; UPR reviews)?

III. DEVELOP A STRATEGIC ACTION PLAN TO ADDRESS THE IDENTIFIED ISSUE (3 pages)
Include in your response: You may refer to a specific text such as Hoefer in designing your plan.
Include the following:
● Who are the key stakeholders
● Who needs to be involved in action planning efforts to maximize change efforts (i.e., programs, practices, and policies)?
● Who is accountable and has ownership of responsibility for facilitating change?
● What is the role of local people as agents for or champions of community change and improvement?
● What roles can social workers assume in the action plan you developed?

IV. RECOMMENDATIONS (1-2 Pages)
● Is there public awareness that these rights exist in your country/state/community?
● What are “best practices” the government could use to make sure they protect these human rights?
● Suggested Recommendations (make them clear and concise – describe how they could work):
  ● How can the government protect against these abuses continuing in the future?
  ● What steps should government take to make certain that protection is effective?
  ● How can the government help to increase public awareness about the existence of these rights?
  ● How are your recommendations linked to your theme?

V. CONCLUSION (1 Page)
Summarize the important points from above
<table>
<thead>
<tr>
<th>Competency</th>
<th>Not competent</th>
<th>Developing competency</th>
<th>Competent</th>
<th>Advanced Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>(EP2.1.8) Building on basic policy analysis skills, social workers critically analyze social, economic, environmental and other relevant public policies from a human rights and social justice framework. <strong>PB 1</strong></td>
<td>Student does not demonstrate an understanding of a human rights framework for policy analysis; misses important elements of analysis.</td>
<td>Student demonstrates some understanding of how policies promote or deter from social and economic justice, and of human rights standards.</td>
<td>Student demonstrates good policy analysis skills and a good understanding of how policy advances social wellbeing, social and economic justice and human rights.</td>
<td>Student analyzes policy with a high level of detail including good articulation of policy goals, benefits, resources, and protections; and articulates well the relationship between legislation and relevant human rights documents (including UDHR and covenants).</td>
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<tr>
<td>(EP2.1.9) Social workers advocate for, implement and evaluate social change in communities, organizations and the legislative arena through the use of participatory processes to establish socially and economically just goals that promote the realization of human rights. <strong>PB1</strong></td>
<td>Student does not demonstrate a basic ability to use specific tools to develop advocacy strategies that advance wellbeing, social and economic justice and human rights, and apply them in communities, organizations, or legislative settings.</td>
<td>Student demonstrates a limited understanding of advocacy tools and struggles with applying them in community, agency, or legislative settings.</td>
<td>Student effectively uses select skills (power analysis, stakeholder analysis, advocacy planning, etc.)</td>
<td>Student successfully uses policy analysis to develop effective advocacy strategies, that are relevant in community, agency or legislative contexts.</td>
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</tbody>
</table>
social wellbeing, social and economic justice and the realization of human rights in communities, organizations and macro levels of policy practice.

| (EP2.1.9) PB 2 | Social workers are able to apply relevant laws, regulations and standards to advocate for change, at the community, organization, and macro-level of policy practice. | Student is not able to identify and apply relevant laws, regulations and standards to advocate for change at a community, organization, or legislative level of policy practice. | Student demonstrates some basic ability in identifying relevant laws, regulations and standards, but struggles with applying them/using them as a context or advocacy. | Student aptly identifies relevant laws, regulations, and standards, and applies them to their advocacy plan, in a community, organization or legislative setting. | Student successfully identifies and applies relevant laws, regulations, and standards, and is able to aptly use the nuances of these laws to best position their advocacy efforts, depending on the context in which they advocate. |

| (EP2.1.9) PB 3 | Social workers effectively communicate with diverse audiences to influence key stakeholders and gain support through written, verbal, media, and social media. | Student does not have a communication plan. | Student demonstrates limited ability in drafting a communication plan; and is still working on developing a communication plan that consider all audiences, and uses diverse communication venues. | Student aptly identifies diverse audiences and their roles in either supporting or opposing their advocacy efforts; and selects appropriate methods to effectively communicate with each key stakeholder group. | Student demonstrates excellent understanding of the diverse advocacy milieu and presents a plan with multiple communication channels for disseminating the advocacy message and gaining support. |
APPENDIX C

ADVOCACY SKILLS ASSIGNMENT OPTIONS
All instructors must assess the advocacy skill development of students through an assignment that is additional to the common assignment. The list below presents some options for advocacy assignments, yet each instructor can choose their own.

Analyzing an Advocacy Effort preferably at their field instruction agency or within the community served by the organization at which the student is placed. Students identify the social issue, goals, strategies and methods used to advocate for change through interviews and analysis of documents.

Field Trip Report and Oral Presentation. Students can make individual or group presentations after visiting the state capitol to meet with members of the Legislature, lobbyists, or advocacy groups, and/or attend a committee meeting or a session being held in one of the chambers of Legislature.

Legislative Rally (in small groups): Group members will complete the following tasks: Conduct secondary research on the nature of hot social welfare topic (e.g. OASDI, immigration reform, living wage), identify and contact relevant advocacy groups, locate and reserve a location to hold a legislative rally, contact federal legislators to schedule a legislative rally, invite community members/stakeholders to the legislative rally, hold the rally, write a follow-up letter to those who participated in the legislative rally, and make a brief, in-class presentation on the outcomes of the legislative rally and status of policy.

Letter to the Editor/Legislator Students will choose a social policy or social concern, research and write an advocacy letter representing a position compatible with the social work profession that is actually sent as well as graded.

Politically organizing and involving clients (1) Help clients prepare testimony before legislators regarding a bill or policy that affects them. OR (2) Arrange a meeting (or meetings) with clients and their elected local, state, or federal official to discuss policies, regulations, or personal views. Follow up the meeting with a letter, thanking her/him for their time, summarizing the meeting, and reviewing any further steps that either one agreed to take.

Supporting voting rights through direct participation in voting registration

Developing advocacy tools and applying them to contribute to a cause of their choice. Examples of advocacy tools: elevator speech (be able to present a proposed policy/policy change/policy action to a specified group of stakeholders within 2 minutes); awareness campaign agenda and training curriculum; PSA; social media (using Facebook, Tweeter, or blogs to either raise awareness and/or advocate for specific actions, e.g. petition signing, etc.)

Interview an advocate and create an advocate narrative: Students identify a human rights violation or concern, they must then select a practicing social work advocate practicing in this issue area; and conduct an interview with the advocate. After completing the interview student’s produce a summary product (paper, video or presentation) which documents the problem, violation or issue using scholarly literature and data as well as describing the interview and a final reflection about how their understanding of social work advocacy has changed as a result of engaging in the above.
PLAGIARISM

University Policies of Academic Integrity
A university, by its nature, strives to foster and recognize originality of thought. Originality can only be recognized, however, when people acknowledge the sources of ideas and works that are not their own. Therefore, students must maintain the highest standards with regard to honesty, effort and performance. Violations of academic integrity include, but are not limited to, plagiarism, cheating on exams, false authorship and destruction of library materials needed for a course. This policy gives definitions and instances of violations of academic integrity, the procedures used to arrive at a judgment, possible sanctions and the processes of appeal. This policy will be enforced rigorously and without discrimination.

Violations of Academic Integrity:
A. Plagiarism: Plagiarism occurs when individuals attempt to present as their own what has come from another source. Plagiarism takes place whether such theft is accidental or deliberate. Examples of plagiarism include but are not limited to:
   - Using the ideas of another person, whether or not such ideas are paraphrased, from whatever source including oral, print, broadcast or computer-mediated communication.
   - Rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentences.
   - Presenting borrowed material without placing quotation marks around borrowed material in the approved style. It is no defense to claim that one has “forgotten” to do so.
   - Presenting as one’s own an assignment, paper or computer program partially or wholly prepared by another person, whether by another student, friend, or by a business or online service that sells or distributes such papers and programs.

B. Cheating: Cheating occurs when individuals share course materials or information when it is unauthorized or prohibited. Examples of cheating include but are not limited to:
   - Having or using unauthorized material at an examination, test or quiz, or copying another student’s assignment or laboratory report.
   - Permitting another student to copy an assignment, paper, computer program, project, examination, test or quiz.
   - Obtaining and/or using an examination, test or quiz prior to its administration.
   - Having another person act as proxy and take an examination, test or quiz.

C. Additional Violations of Academic Integrity: Additional violations of academic integrity include but are not limited to:
   - Theft, destruction or tampering with library materials, audio and videotapes, computer hardware or software, or other materials necessary for a course.
   - The submission or presentation of a falsified excuse for an absence from a course requirement, examination, test or quiz.
   - The presentation of false identification or credentials in order to gain admission to a course, examination, test, quiz or degree program.
• Submission of a paper or project to more than one course during the time in which a student is attending Fordham University, without explicit permission from the instructors. The penalty for students found guilty of plagiarism and other violations of academic integrity may range from failure for the assignment or course to dismissal from the program.

**STUDENTS WITH DISABILITIES**

**Office of Disability Services** The Office of Disability Services at Fordham University helps to ensure equal educational access and opportunity for all members of our community. In the Jesuit tradition of cura personalis, members of the ODS staff work individually with each student to understand his or her strengths and limitations in order to develop their most effective and comprehensive accommodation plan. In addition to working in a direct service capacity with our students, the Office of Disability Services also collaborates with administrators, faculty, and staff to ensure that the facilitation of reasonable and appropriate accommodations for students with documented disabilities is provided. As a University, Fordham will offer reasonable and appropriate auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities once documentation is submitted to ODS and an intake appointment is conducted to develop an accommodation plan directly with the student in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990.

The Office of Disability Services believe that their policies and mission carry out the intent of Section 504 of the Federal Rehabilitation Act, which states:

"No otherwise qualified individual with a disability in the United States, as defined in section 7(20), shall solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Please go to the Office of Disabilities for documentation guidelines according to type of disability. The website address is: [http://www.fordham.edu/campus_resources/student_services/disability_services/](http://www.fordham.edu/campus_resources/student_services/disability_services/)

You can also contact the Office of Disability at 718-817-0655.
<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>83-86</td>
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<tr>
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<td>B-</td>
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<td>76-79</td>
<td>C+</td>
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<tr>
<td>70-75</td>
<td>C</td>
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<tr>
<td>Below 70</td>
<td>F</td>
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