Proceedings of the
Policy Studies Organization

New Series, No. 14

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Washington DC, 20036
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www.ipsonet.org

The Proceedings appear four times a year as an adjunct to all of the PSO journals and are among the most widely distributed sources in the policy world. All Proceedings are permanently available online at bitly.com/psoproceedings. Material for the Proceedings, including syllabi, meeting and professional announcements, scholarships and fellowships should be sent to the Proceedings editor, Daniel Gutierrez at dgutierrezs@ipsonet.org

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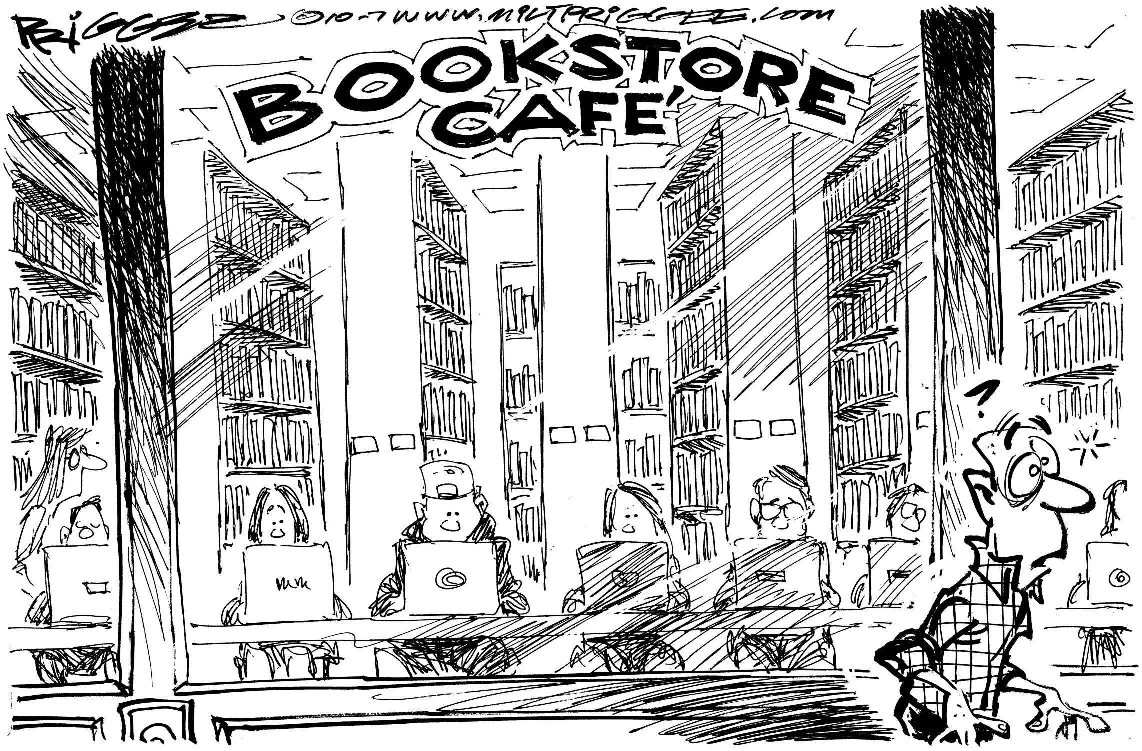
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From the PSO President

The Next Five Years in Publishing and Teaching

The next five years will see all PSO publications principally available in electronic form, with print only on special order. Major publishers are preparing for the wholesale transition and it is only a matter of time until the libraries, which now order only electronic copies about seventy percent of the time, completely opt out of paper versions.

The same change undoubtedly affects books and other formerly printed material. And we will see this impact syllabi and courses even more than at present. The change every year supports this five-year thesis.

None of this is new news or startling. It does impact the way all of us write, as links to web sites become more and more the norm. It also requires a rethink of what constitutes "publication." We think the convention of quarterly journals will persist, but the attachment to journals of additional material may increase.

These changes have not been happening with revolutionary speed, but the pace had obviously stepped up. One corollary is that the internationalization of scholarship is aided because the speed and cost of electronic communication enables scholars outside of North America and Western Europe to more fully participate in dialogue.

Every day at the PSO headquarters in Washington, we are involved in discussions about where this is all going. It doesn't alarm us as much as it does challenge us. If you aren't giving lots of thought to the effects on your teaching and career, you should.

Paul J. Rich
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Syllabi

The following syllabi were sent to us per our invitation to share them in our journals. We received more and they will be published in future Proceedings. As we hope these documents will be of use to the teaching of policy studies and curriculum development, we would like to encourage professors to send us their material for consideration. Contributions can be sent to Daniel Gutierrez at dgutierrezs@ipsonet.org

Contents

I. Comparative Public Policy

Prof. Amy G. Mazur
Washington State University

I. Introduction

The goal of this course is fourfold: 1) to learn about processes of public policy formation in the sectors of environmental and feminist policy in western post industrial democracies; 2) to learn how to analyze public policy formation in a comparative perspective in relation to the area of study called Comparative Public Policy; 3) to be introduced to comparative policy research in a group setting; and 4) to develop writing skills within the context of comparative policy analysis.

You will become acquainted with Comparative Public Policy as an area of study within political science by learning about the processes through which western post industrial democracies develop policies. In class, we will use a process-oriented framework, called the **Comparative Policy Formation Model**, to study similarities and differences in the politics of policy formation in two different sectors of public policy – environmental and feminist – in a selection of western post industrial democracies (the USA, Great Britain, Canada, Australia and Germany).

One third of in-class time and two-thirds of course assignments will be spent on designing, conducting research for, discussing, writing about, and presenting the results of a collaborative comparative policy research project. The last part of every Thursday session will be devoted to group work on the research projects. Students will spend the last part of the semester presenting their research at an in-class research conference. Country group presentations will first be made and the class will then conduct together an aggregate comparative policy analysis across the five countries and two policy sectors based on the research presented by the groups. Reading assignments are relatively light so that students can use class preparation time to work on research and writing projects as well as to master the materials covered in the assigned readings.

It is important to note that this is a writing and research-intensive class that will present most students with new challenges in terms of research, writing and applying your empirical analysis to larger theoretical questions. To be able to respond to these challenges, students will need to attend ALL classes, do assigned readings and work on research journals and research EVERY week. If you are unable to meet this level of commitment for this class, you will not be able to pass. It is also discouraged for first or second year students to take this class, unless they have significant background in political science; or for upper division students with no background in political science.

II. Required Readings

Anderson covers the stages of the policy process and Desai and Mazur cover the two policy sectors, and provide key base references you will need to consult for your research projects.

Anderson, James E. 2006. <u>Public Policymaking: An Introduction. Sixth Edition</u>. Boston/ New York: Houghton Mifflin. Fifth edition may be bought as well.

Desai, Uday,ed. 2002. <u>Environmental Politics and Policy in Industrialized Countries</u>. Cambridge: MIT Press.
Mazur, Amy G. 2002. <u>Theorizing Feminist Policy</u>. Oxford: Oxford University Press.

III. Requirements and Course Policies

Research Journals (2 x 10%)	20%
Research Paper*	20%
Individual Research Presentation	10%
Research Group Meetings (9)	20%
Comparative Policy Formation Model Essay*	20%
Final Comparative Essay	10%

*Guided Revision Assignments

- Detailed instructions for research-project related assignments will be distributed in class – research journals, research paper, weekly research meetings, and final comparative essay. Attendance that day will be required and will be counted in your weekly research group meeting grade.
- Instructions for the comparative policy process essay are at the end of this syllabus.
- Class handouts will only be brought to class on the day they are distributed. Missed class handouts will be available outside of Prof. Mazur's office.
- Late assignments will not be accepted, under normal circumstances. Assignments must be turned in at the beginning of class by the individuals who did them. If these rules are not respected, students will receive an automatic 0 for that assignment. Any foreseen problems with deadlines should be discussed in advance with the instructor.

IV. Schedule

I. Introduction

1. *Course Introduction*

2. *Defining Comparative Public Policy*
READING: Anderson: Preface, Chapter 1

3. *Presentation of Research Project and Selection of Policy Issues*
***** Attendance is Required*****

4. *Orientation of Research*
***** RESEARCH JOURNAL WORK BEGINS*****

5. *Our Approach to Comparative Public Policy*
READING: Desai, Forward, Acknowledgements, Chapter1; Anderson, Chapters 2 & 8
*****WEEKLY THURSDAY RESEARCH MEETINGS BEGIN*****

II. Understanding Policy Formation in Post Industrial Democracies

6. *Defining Post Industrial Democracies and the Policy Formation Model*
READING: Mazur, Preface and Acknowledgements, Chapters 1 -3

7. *Pre-formulation/Adoption*
READING: Anderson, Chapter 3

8. *Formulation/Adoption*
READING: Anderson, Chapter 4
*** * Journal 1 Due in Beginning of Class on Tuesday February 17th****

9. *Implementation*
READING: Anderson, Chapter 6

10. *Evaluation and Impact*
READING:Anderson, Chapter 7

III. Cross-National Comparison of Policy Formation by Sector
11. *Environmental Policy Sector*
READING: Desai, Chapters 1 (Reread) and 9, Skim Chapters in Desai on countries covered by class.

12. *Feminist Policy Sector*
READING: Mazur, Chapter 10 and skim policy cases on countries covered in class

IV. Cross-National Policy Analysis: Comparative Policy Research
13. Introduction to Cross-National Analysis/ Comparative Policy Research Conference

14. *Comparative Conclusions*

V. Comparative Policy Formation Model Essay
GOAL: To initially write and revise a coherent analytical essay that reflects a working understanding of the policy formation model as it is used to guide the analysis of public policy in a comparative perspective, based on the assigned readings and class lectures.

QUESTION: What is the comparative policy formation model and how is it used in this class to analyze public policy? Your essay should develop an **argument** about the model and not just describe it, and reflect a general understanding of how our model is used in the sub area of Comparative Public Policy as well as the different components of that model.

FORMAT: Essays should be typed, double-spaced in 12 CPI with reasonable margins. They should be no shorter than five and no longer than ten pages. A bibliography is required if direct references are made to class readings.

GRADE: Essays and revised essays will be evaluated on the following four components: 1) overall grasp of the policy process model; 2) overall grasp of Comparative Public Policy as an area of study and the underlying comparative approach of the model; 3) understanding of specific components of the policy process model as they are covered in class; 4) writing quality. Essays that are strong in all four areas will receive an A; strong in three out of the four will receive a B; strong in two a C; strong in one a D and weak in all four an F. An automatic D will be given when instructions are not followed.

Students will be required to do two versions of the paper, which will both be evaluated according to the above criteria. Students will be given feedback on the first version and are required to hand-in a revision according to the comments on the first version. If students receive a better grade on the second version, this will be the final grade for the essay. If a revised essay is not handed in, students will receive a 0 for this assignment. If students fail to follow the instructions on the first version, specific suggestions for revision will not be given. Students may only submit one rewrite. If original drafts are not handed in with the final paper, no grade change will be made. Note that if there is evidence of plagiarism in the paper, students will receive an F for the course and will be reported.

II. Public Policy and Administration (Community-Based Learning Course)
Prof. Patrick McGuinn
Drew University

I. Course Description

This course is an introduction to public policymaking in America. The purpose of the course is to provide students with an understanding of how and why the American public policymaking process functions as it does. This process has been widely criticized by both academic and media observers and we will assess the nature of these criticisms and evaluate their accuracy. We will also explore the consequences of the contemporary character of our policymaking system for equity, efficiency, and democracy. An overview of the existing programs, institutions, and political dynamics for a variety of public policy areas will be provided. The following questions will guide the course: How do "politics" and "policy" interact? What are the different values and ideologies that inform debates over public policy? What are the strengths and weaknesses of markets, governments, and communities as societal problem solvers? What are the key characteristics of the policymaking process? How has this process changed over the course of American history? Who are the key actors involved in policymaking and what are the different kinds of influence that they deploy? How responsive are public policymakers to citizen preferences? How responsive should they be? Why are certain kinds of policies more likely to be considered/passed than others? What are the factors that influence the administration of policies once they are enacted? What are the costs and benefits of bureaucratic discretion? Which of the theoretical models of policymaking are most useful? What is the future direction of American policymaking?

This is a **Community-Based Learning course** and will require approximately 20 hours of collaborative research, service, and learning in partnership with the United Way of Northern NJ, Morris County and affiliated community organizations. About half of this work will take place off of Drew's campus. Each student will choose a project team focusing on one of the United Way's three core policy areas, which are Education, Income, and Health. Each team will research, write, and present a policy report that can help inform the United Way's education, outreach, and advocacy efforts.

II. Required Texts

Eugene Bardach, *A Practical Guide to Policy Analysis*, (3rd ed. 2009)

B. Guy Peters, *American Public Policy: Promise and Performance* (8th edition, 2010)
Student resource website: http://www.cqpress.com/cs/peters/ (chapter study guides and quizzes)

**Note: Additional readings will be posted.

III. Communication and Feedback

Be sure to communicate with me about your progress throughout the semester, particularly if you will have to miss class or are struggling with the course material, assignments, or community work. Also please let me know if you have any comments or suggestions about how the class is being run—I want it to be as informative and engaging as possible for you.

IV. Course Requirements and Grade Breakdown

1.) Class Attendance, Participation, and Teamwork (20%)
2.) Three short reflection papers (20%)
3.) Exam (20%)
4.) Interview and observation summaries (10%)
5.) Community policy report (20%)
6.) Community policy report power point and presentation (10%)

Note: All assignments must be completed in order to receive credit for this course.

Attendance, Participation, and Teamwork (20%)

It is expected that students will attend all classes, come having read and thought about all assigned material, contribute to the class discussion, and be prepared to answer inquiries from the professor and their classmates. Class participation will be graded according to student attendance, student preparation, and the caliber of student comments and questions. *Showing up is necessary but not sufficient for earning a good participation grade!*

The study of politics and policymaking is made much more interesting and relevant through reference to the "real world." It is thus strongly recommended that students follow current events by reading a major daily newspaper such as *The New York Times* or *Wall Street Journal*. I will often begin class with a discussion of recent developments surrounding public policy—please bring in stories that you come across as well.

I welcome your ideas, opinions, and questions at any time, and encourage you to speak freely during the class. The discussion of political issues inevitably generates controversy and disagreement among students—indeed that is what makes the study of politics interesting—and I will regularly play devil's advocate in order to press you to consider alternative perspectives. But it is important that students feel comfortable sharing their thoughts and ideas, so please express your opinions in a respectful manner.

Participation will be graded according to the following rubric:

- **Excellent**: frequently asks and responds to questions in ways that reflect a careful reading of assigned material; frequently contributes to class discussions in relevant and thoughtful ways; treats class members and their contributions with respect ("A").
- **Good**: All of the above, but with less frequency and inconsistent evidence of careful reading and listening ("B" to "C").
- **Unacceptable**: Seldom poses or responds to questions; seldom contributes to class discussion; shows little evidence of have completed assigned readings; behaves disrespectfully ("D" to "F").

Teamwork is a crucial job skill that is also central to our ability to strengthen our communities. Being good team members means that we communicate clearly and proactively, accept and complete our fair share of the group's work, recognize and respect the different work styles and strengths of team members, treat all members of the team professionally, and take a problem-solving and constructive approach to challenges faced by the team. This component of your work will be assessed through confidential self/team evaluation forms filled out on the last day of class.

Reflection Papers (20%)
Each student will write three 2-page reflection essays. These papers will reflect on class assignments, discussion and the civic engagement portion of the course. Paper due dates and topics are noted in the course calendar below.

Exam (20%)
There will be one exam on the course readings and concepts.

Interview and Observation Summaries (10%)
Each student will conduct an interview with a client, practitioner or policymaker working in the field, drawn from a list provided by the United Way. You will set up a time to do a 60 minute interview, and conduct and record the interview. Each student will also attend two meetings with the United Way or their community partners. Interviews and observations should be conducted during the month of March. For each interview and observation, write a one-two page (single-spaced) summary and analysis.

Community Policy Report (20%)
Each project team will work over the course of the semester to produce a policy report that includes the following components: issue context/background/demographics; politics; current policy landscape (county, state, federal); organizational landscape (what public and private groups are working on this issue); diagnosis of policy problem/unmet needs; policy alternatives/proposals. The specific details and parameters for each project team's report will be worked out with their United Way liaison.

By Spring break, each team should have developed a research statement with bibliography and project timeline. What do you need to know more about and how will you learn it? What specific tasks do you need to complete, by when, and who will be responsible for each? What questions will you ask in your interviews? Be sure to look at the Appendices in the Bardach book for an example of a "real world" policy analysis report and questions to consider for interviews with governmental and organization representatives.

Community policy report power point and presentation (10%)
Each project team will prepare a power point presentation that summarizes the findings of their policy report and make a public presentation in front of representatives from the United Way and their partner organizations from the community.

<u>Civic Engagement Learning Outcomes</u>
Community-Based Learning Classes teach academic and discipline-based material as part of a sustained engagement and collaboration with community partners in a mutually beneficial relationship that reaches beyond campus constituencies in the service of improving our shared world. In this class, students should expect to:

- Demonstrate the ability to listen actively and reflectively in order to learn from and respond to others.

- Work effectively in teams and with diverse populations.
- Communicate effectively in visual, oral, and/or written form to diverse audiences.
- Analyze and communicate to affected parties how specific policies, cultural attitudes, and behaviors impact communities and individuals.
- Formulate and implement multiple strategies for addressing complex, real-world problems.
- Connect an individual level of analysis with structural and policy dimensions of an issue as part of an action plan.
- Reflect on in order to alter or strengthen practices for engaging community partners or their constituencies.

V. Course Schedule, Readings and Assignments.

Part I: The Nature of Public Policy
1. Course introduction and overview

2. The Study of Public Policy
Reading: *American Public Policy*, Chapter 1

3. The Structure of Policymaking in American Government
Reading: *American Public Policy* Chapter 2
Exceptionalism in American Politics, Bryon Shafer

4. Meeting with United Way Policy Team Leaders
Reading: "Introducing ALICE," United Way Task Force Report on the Low-Income Population in Morris County, NJ.

5-6. Explaining Policy Choices
Reading: *American Public Policy,* Chapter 3

7. 1st Reflection paper due in class (2 pages): Summarize in your own words the challenges faced by low-income citizens in Morris County as described in the United Way ALICE report. What information in the report was most surprising to you? What are the different levels of government (county, state, federal) doing to assist these citizens? Which level of government do you think should have primary responsibility for dealing with these issues and why?

Part II: The Making of Public Policy
8-9: Agenda Setting and Policy Formulation
Reading: *American Public Policy,* Chapter 4
Causal Stories and the Formation of Policy Agendas, Deborah Stone

10-11: Legitimating Policy Choices
Reading: *American Public Policy,* Chapter 5

12: Organizations and Implementation
Reading: *American Public Policy,* Chapter 6

13. Project team meetings (select team leaders)
Reading: "Why Service Learning is Bad"

14-15. Budgeting and Evaluation
Reading: *American Public Policy,* Chapters 7 and 8

16. EXAM

17. Project team meetings
Reading: Begin *Practical Guide for Policy Analysis* (Entire)

18-19. Policy Analysis
Reading: Finish *Practical Guide for Policy Analysis* (Entire)
American Public Policy, Chapter 17

20. 2nd Reflection paper due in class (2 pages): Summarize the initial research findings for your assigned part of team policy report. What further research needs to be done on your questions?

<u>Part III: Substantive Policy Issues</u>
21. Income Maintenance
Reading: *American Public Policy,* Chapter 12

22. Health Care
Reading: *American Public Policy*, Chapter 11
*****Interview and Observation summaries due (in class)**

23. Education Policy
Reading: *American Public Policy*, Chapter 13

24. Economic and Tax Policy
Reading: *American Public Policy*, Chapters 9 and 10

25. Energy and the Environment
Reading: *American Public Policy*, Chapter 14

26. Defense and Law Enforcement
Reading: *American Public Policy*, Chapter 15

27. 3rd Reflection paper due in class (2 pages): As a final reflection on your community project, respond to the following questions. In completing the work on your policy report, what did you find most surprising? Difficult? Confusing? Rewarding? What did your community experience teach you? How would you have changed the assignment or your approach to it, if you had it to do over?

<u>Part IV: Policy Project Team Presentations</u>

28-29. Project Team Policy Reports and power point presentations due (in class)

Teams should email policy reports and presentations to United Way liaisons

Project teams should then refine reports and presentations on basis of feedback from classmates, professor, and United Way liaisons.

30. ***FINAL PRESENTATION TO UNITED WAY & PARTNERS***

III. The Politics of Poverty and Welfare
Prof. Lawrence Mead
New York University

I. Course Introduction

This course is about poverty and welfare, and the controversies about them, in the United States. The subject has deep implications for politics and democracy. We will survey the nature of poverty and poverty politics, the development of antipoverty policies and programs, contending theories about the causes of poverty, recent welfare reforms, and current policy directions.

Antipoverty policy radically changed in the 1990s, when welfare was reformed to require adult recipients to work in return for aid. That policy was essentially conservative but had liberal aspects. It succeeded but was controversial and had clear shortcomings. Current policy directions are more liberal. That is partly because Democrats are in power in Washington but also because experts recognize the limitations of the recent changes. There is interest in how to help poor men, who were largely ignored in welfare reform.

The course focuses mainly on the national level, which has driven most recent policy changes. However, the states have often been laboratories for national policy. They largely determine what national programs come to mean "on the ground." We will pay special attention to Wisconsin, a leading state in welfare reform.

These issues have been the main focus of my research. As an expert on work requirements in welfare, I have been an advisor on welfare reform in Washington, Wisconsin, New York City, and several foreign countries. I recently finished a project on how to raise work levels among poor men. This course states the issues more conservatively than usual in academe, but it is true to how the debate is framed in Washington.

However, the course will consider a wide range of viewpoints. I have assigned readings from my own writings, but also from other authors with different views. I encourage you to develop your own interpretation of poverty, which may well differ from mine. To do that is the main point of the course.

II. Readings

Students should purchase the following books. They are listed in rough order of assignment:

Sar A. Levitan, Garth L. Mangum, Stephen L. Mangum, and Andrew M. Sum, *Programs in Aid of the Poor*, 8th ed. (Baltimore: Johns Hopkins University Press, 2003).

Lawrence M. Mead, *The New Politics of Poverty: The Nonworking Poor in America* (New York: Basic Books, 1992).

James T. Patterson, *America's Struggle Against Poverty in the Twentieth Century* (Cambridge, MA: Harvard University Press, 2000).

Ron Haskins and Isabel Sawhill, *Creating an Opportunity Society* (Washington, DC: Brookings, 2009).

Kathryn Edin and Maria Kefalas, *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage* (Berkeley: University of California Press, 2005).

Jason DeParle, *American Dream: Three Women, Ten Kids, and the Nation's Drive to End Welfare* (New York: Viking, 2004).

Lawrence M. Mead, *Government Matters: Welfare Reform in Wisconsin* (Princeton: Princeton University Press, 2004).

These additional readings will be assigned as shown in the course schedule below.

Peter Katel, "Straining the Safety Net," *CQ Researcher* 19, no. 27 (July 31, 2009): 645-67

Isabel V. Sawhill, "The Behavioral Aspects of Poverty," *The Public Interest*, no. 153 (Fall 2003): 79-93.

Isabel V. Sawhill, "The Underclass: An Overview," *The Public Interest*, no. 96 (Summer 1989): 3-15.

Charles Murray, *Losing Ground: American Social Policy, 1950-1980* (New York: Basic Books, 1984), chs. 4, 12, 17.

William Julius Wilson, "The Economic Plight of Inner-City Black Males," in *Against the Wall: Poor, Young, Black, and Male*, ed. Elijah Anderson (Philadelphia: University of Pennsylvania Press, 2008), ch. 4.

Joleen Kirschenman and Kathryn M. Neckerman, "'We'd Love to Hire Them, But . . .': The Meaning of Race for Employers," in *The Urban Underclass*, ed. Christopher Jencks and Paul E. Peterson (Washington, DC: Brookings, 1991), pp. 203-32.

George J. Borjas, *Heaven's Door: Immigration Policy and the American Economy* (Princeton: Princeton University Press, 1999), ch. 1.

Douglas S. Massey, "Immigration and Equal Opportunity," in *Against the Wall: Poor, Young, Black, and Male*, ed. Elijah Anderson (Philadelphia: University of Pennsylvania Press, 2008), chap. 7.

Robert Cherry, *Welfare Transformed: Universalizing Family Policies That Work* (New York: Oxford University Press, 2007), chs. 1, 10.

Lawrence M. Mead, *Beyond Entitlement: The Social Obligations of Citizenship* (New York: Free Press, 1986), chs. 1, 3.

Paul Starobin, "The Daddy State," *National Journal*, March 28, 1998, pp. 678-83.

Lawrence M. Mead, ed., *The New Paternalism: Supervisory Approaches to Poverty* (Washington, DC: Brookings, 1997), ch. 1.

Dan Bloom, Alissa Gardenhire-Crooks, and Conrad Mandsager, *Reengaging High School Dropouts: Early Results of the National Guard ChallenNGe Program Evaluation* (New York: MDRC, February 2009), executive summary, ch. 3.

Lawrence M. Mead, "The Politics of Conservative Welfare Reform," in *The New World of Welfare: An Agenda for Reauthorization and Beyond*, ed. Rebecca M. Blank and Ron Haskins (Washington, DC: Brookings Institution, 2001), ch. 7.

Douglas J. Besharov, "Two Cheers for American Welfare Reform: Lessons Learned, Questions Raised, Next Steps," in *When Hassle Means Help: The International Lessons of Conditional Welfare*, ed. Lawrence Kay and Oliver Marc Hartwich (London: Policy Exchange, 2008), ch. 3.

David Whitman, *Sweating the Small Stuff: Inner-City Schools and the New Paternalism* (Washington, DC: Thomas B. Fordham Institute, 2008), ch. 2.

Elijah Anderson, “Against the Wall: Poor, Young, Black, and Male,” in *Against the Wall: Poor, Young, Black, and Male*, ed. Elijah Anderson (Philadelphia: University of Pennsylvania Press, 2008). ch. 1.

Lawrence M. Mead, *Expanding Work Programs for Men”* (Washington, DC: American Enterprise Institute, forthcoming).

III. Requirements

Students will take a midterm and final examinations, write a paper, and receive credit for participation in class. The exams will each count 25 percent of the final grade, the paper 30 percent, and participation 20 percent.

The midterm and final examinations will be two-part. The first half of each test will be to write six identifications of terms or concepts taken from the course, chosen out of 12. The second half will be to answer one broad essay question, chosen out of three. Each part of the test will count about half the grade. On the midterm, both halves of the exam will cover all material up to that point in the course. On the final, the identifications will be drawn from material after the midterm, but the essays will cover the whole course. Details about the paper are given below.

Participation grades will consider both attendance in class (1/3) and contributions to class discussion (2/3). For each lecture, an issue will be posed to which students should prepare responses, to be made orally. Discussion will seek, not only to contrast different positions, but also to identify the underlying assumptions that really divide them. These premises, I believe, often come down to what psychology one imputes to the poor versus the better off.

All these assessments will emphasize quality of argument. I encourage students to differ with my views, but your positions should appeal to hard evidence as well as your own preferences. Assessments will stress whether and how students make use of the assigned readings. You will not be able to do well in the course relying only on background knowledge or the lectures. Students are *strongly* advised to do the readings prior to the classes for which they are assigned, and to take notes on them. Handouts on this and other useful skills will be made available.

Final grades will be determined by ranking the class on the basis of average. About the top third of the class will receive A’s, the next 40-50 percent B’s, the rest C’s or—in unusual cases—lower grades. Students should note that, because of this scaling procedure, final grades may not correspond precisely to what one might expect on the basis of average. Often, I give out more B’s during the term than I want to do for the record. So in the final reckoning, some students with high B averages typically get A’s; rarely, some with low B averages may get C’s.

Extensions, makeups, or Incompletes will be given only for *unexpected* demands on your time, such as illness or family crises—not demands that can be foreseen, such as jobs or athletic events. Incompletes will be given only on the basis of consultation *out of class prior to the final exam*. To arrange extensions, makeups, or Incompletes, students must confer with me in my office during office hours or at other agreed times. So, if you are in difficulties, speak to me in good time. Students who fail to complete their work and disappear without explanation will simply fail the course.

IV. Course Schedule

The following is the schedule for class meetings, with reading assignments for each. Authors mentioned refer to the books or additional readings listed above. Readings should be completed in advance of class, to permit participation in discussion.

1. Introduction: Forecast of the course. Current poverty and welfare issues in Washington.
Peter Katel, "Straining the Safety Net," *CQ Researcher* 19, no. 27 (July 31, 2009): 645-68.

I Poverty

2. What is Poverty? The poor as understood in history, in the public understanding, and in the poverty measure used by government. *Issue: Should our definition of poverty consider only income? What about inequality? Lifestyle?*
Levitan et al., pp. 1-7; Sawhill, "Behavioral Aspects of Poverty."

2. Who Are the Poor? The composition of the poor population. Variations by demographic characteristics and other variables. The crucial role of employment. *Issue: Is the poverty debate about low income—or employment?*
Handout on poverty; Levitan et al., pp. 7-26; Mead, *New Politics*, pp. 48-57.

3. The Long-Term Poor: The distinction between the short-term poor and dependent and the long-term. The underclass, nonworking men, and the homeless. *Issue: Are the poor different from other people?*
Levitan et al., pp. 26-7; Sawhill, "Underclass."

4. Public attitudes toward poverty and welfare. Historic patterns of poverty politics. The influence of poverty on American politics. *Issue: Is poverty a partisan issue—or different?*
Mead, *New Politics*, pp. 1-24, 57-65, 210-39; Haskins and Sawhill, ch. 2.

II History

5. Poverty before 1960: The poverty problem up through the 1950s. The New Deal reforms and the postwar elimination of most working poverty. *Issue: In what sense, if any, was poverty an issue before 1960?*
Patterson, chs. 1-5.

6. The Liberal Era: Poverty becomes a political issue, and becomes less tractable. The 1960s and 1970s created a profusion of new social programs, most of them still operating. The welfare boom. *Issue: Did the Great Society succeed or fail?*
Great Society handout; Patterson, chs. 6, 8-12; Mead, *New Politics*, pp. 25-33.

7. The Conservative Era: After 1980, the Republicans attack abuses, curb dependency, and impose tougher work and child support requirements. A further rise, then fall in welfare. *Issue: Did conservative antipoverty policy succeed any better than liberal? In what sense?*
Patterson, chs. 14-16; Mead, *New Politics*, pp. 33-47.

III Programs

8. Social Insurance vs. Welfare: Large middle-class programs like Social Security and Medicare are costly but popular. Welfare programs like AFDC/TANF are much cheaper yet more controversial. *Issue: Is the sharp distinction we make between social insurance and welfare justified?*
Levitan et al., pp. 43-99, 105-9, 112-22; DeParle, ch. 5.

9. Other Programs: Training, education, and social service programs have only small effects on poverty but are still controversial. *Issue: Do these programs matter for overcoming poverty, or not?*

Levitan et al., pp. 122-7, 130-54, 167-90, 211-38, 247-50.

10. Midterm Examination

IV Theories of Poverty

11. Conservatives, and some liberals, think poverty is due to the disincentives to marry and work set up by the welfare system and other benefit programs. Should we believe this? Can incentives to work be improved? *Issue: Does welfare really cause poverty?*

Murray, *Losing Ground*, chs. 4, 12, 17; Mead, *New Politics*, pp. 115-18.

12. Labor Market: Liberals commonly blame poverty on low wages, growing inequality, or a lack of jobs. Is this plausible? *Issue: Is the labor market good enough to allow people to escape poverty on their own? Even today, with unemployment close to 10 percent?*

Wilson, "Economic Plight of Inner-City Black Males"; Haskins and Sawhill, ch. 3; Mead, *New Politics*, chs. 4-5.

13. Racism: Liberals say that racial discrimination blocks integration and employment for the poor, many of whom are nonwhite. Conservatives deny this. *Issue: Are poverty and other social problems really due to race?*

Kirschenman and Neckerman, "'We'd Love to Hire Them, But . . .'"; Mead, *New Politics*, pp. 111-15.

14. Single Parents: Nonmarriage as a cause of poverty. Why do poor parents typically have children without marrying and working regularly? Child-care and the child support system. *Issue: Is the breakdown of the family the real cause of poverty and welfare?*

Edin and Kefalas, chs. 1-3; Levitan et al., pp. 154-62.

15. Immigration: Historically, immigrants overcame poverty, but today some believe immigration is increasing poverty. *Issue: Is today's immigration like that of the past—or different?*

Borjas, *Heaven's Door*, ch. 1; Massey, "Immigration and Equal Opportunity."

16. Culture: Some conservatives say that poverty is due mainly to a "culture of poverty" or the ethnic background of the poor. *Issue: Do the poor have a different psychology from the better off?*

Haskins and Sawhill, ch. 6; Mead, *New Politics*, ch. 7.

V Policy Approaches

17. Improving Opportunities: Liberals usually seek to reduce poverty by raising wages and taking other steps to "make work pay," rather than strictly requiring work. Some also favor expanding benefits that cover the middle class as well as the poor. *Issue: To solve poverty, is it enough to improve opportunities?*

Cherry, *Welfare Transformed*, chs. 1, 10.

18. Enforcement: Some conservatives blame poverty on permissive public policies. They seek to enforce work and other good behaviors as a condition of aid. Welfare reform was one such policy; others include tougher law enforcement and higher school standards. *Issue: To overcome poverty, is it enough to demand good behavior?*

Mead, *Beyond Entitlement*, chs. 1, 3; Starobin, "The Daddy State."

19. Paternalism: The close supervision of clients as an approach to antipoverty policy. Seen in other areas of social policy besides welfare. *Issue: Do the poor just need better oversight to better themselves?*

Mead, *New Paternalism*, ch. 1; Bloom et al., *Reengaging High School Dropouts*, executive summary, ch. 3.

20. Marriage: Conservative proposals to promote marriage as a solution to poverty. Policy and political challenges faced by this approach. *Issue: Can marriage be the key to overcoming poverty?*

Edin and Kefalas, conclusion; Haskins and Sawhill, ch. 10.

<u>VI Welfare Reform</u>

21. PRWORA: Politics and Policy: Origins and politics of the radical 1996 welfare reform. *Issue: After decades of stalemate or incremental change, why was PRWORA so radical?*

DeParle, chs. 6-7; Mead, "Politics of Conservative Welfare Reform."

Papers due in class.

22. PRWORA: Implementation and Effects: The implementation of TANF and its largely-good effects. *Issue: On balance, did welfare reform succeed? In what sense?*

DeParle, ch. 12; Besharov, "Two Cheers for American Welfare Reform."

Papers due in class.

23. Wisconsin: Politics: The programs and politics behind the nation's most dramatic state-level reform. *Issue: What was unusual about welfare reform in the Badger State?*

DeParle, ch. 9; Mead, *Government Matters*, chs. 2-3, 6.

24. Wisconsin: Implementation and Effects: The administrative statecraft behind the Wisconsin reform, and its largely-favorable effects. *Issue: Is good government the real secret to overcoming poverty?*

DeParle, chs. 14, 17-18; Mead, *Government Matters*, chs. 5, 10-11.

<u>VII New Directions</u>

25. Education: Recent developments suggest that schools can do more to help overcome poverty. *Issue: Are authoritative schools the real solution to poverty?*

Haskins and Sawhill, ch. 8; Whitman, *Sweating the Small Stuff*, ch. 2.

26. Problem and Causes: The problem of nonwork among low-income men and its likely causes. *Issue: Why do poor men fail to work consistently?*

Anderson, "Against the Wall: Poor, Young, Black, and Male"; Mead, *Expanding Work Programs for Men*, chaps. 1-3

27. Programs: How to expand work programs for low-income men. *Issue: Can we put poor men to work, as we did welfare mothers?*

Mead, *Expanding Work Programs for Men*, chaps. 4-5, 8-9.

28. Final exam.

V. Paper Assignment

Question: *If you had to choose just one, which of the various theories of poverty considered in the fourth section of the course do you find the most persuasive, and why?* Note that in answering this question you must choose *only one* theory and defend it against the others. You may discuss several theories and perhaps rank them, but you must clearly favor one as best. Note also that your task is not primarily to *describe* your preferred theory. It is to *justify* it in preference to the others. Beware of simply adopting a position like my own. I will expect students who agree with me to set out additional arguments, beyond those I provide. I expect to see use of the assigned readings, not only lectures, in documenting your positions.

Due: Class 21. Papers handed in after this class will be accepted but penalized –5 points if handed in within a week of the original due date. –10 points if handed in later than this but prior to the time grades are submitted. Be aware that delays due to commuting, the subway, or computer or printer problems are the student's responsibility. Extensions or Incompletes will be given according to the rules specified above under "Requirements."

Submission: Papers may be handed to me in class on or before the deadline, or they may be left in my box prior to when I leave for the class when the paper is due. Papers may be mailed to my office, but must arrive prior to the class when papers are due. Papers may not be submitted by fax or e-mail. *Keep a copy of your paper, in hard copy or on disk, in case it should become lost.*

Format: Papers should observe the following guidelines. Papers infringing the rules will incur a penalty of 4 points off per infraction, but not more than 8 points total:

- *The question to be answered must be written out on the cover page*. This is to make sure that you focus on it. *Students often forget to do this!*
- Cover page: must include name, local address, and all possible phone numbers. Please place this information in the upper left-hand corner, to make it easier to locate your paper in a stack.
- Length: 10-12 pages, exclusive of cover page and bibliography, if any. In figuring length, footnotes or endnotes will be counted and half the length of any tables or figures will be added to the text.
- Papers must be typed or written on a computer.
- Spacing: double-spaced, with 22-5 lines to the page.
- Margins: 1-1.5" on the left and top of pages, .75-1" on the right and bottom.
- Type size: close to the size used for this assignment.
- Pages must be numbered, starting with the first page of text. Numbers may be handwritten.
- Binders—avoid. Instead, papers should be stapled at upper left-hand corner.
- All citations must be to material either assigned in the course or allowed under "Sources" below.

Sources: The paper may be written entirely from the readings assigned for the course. Other materials may be cited provided they were regularly published, such as books or newspaper or journal articles. This is to assure that they have faced some sort of external review for accuracy. Materials from web sites may be consulted but may not be cited unless they were also regularly published. Two exceptions: You may cite government reports and news stories from reputable news organizations off web sites; but cite these in published form if possible.

Originality: Students may discuss the assignment with other students but must write their papers individually, without collaboration with others. Students may seek help with their writing in general, but the writing they hand in should be entirely their own, not edited by others.

Plagiarism: Do not use ideas or language drawn from readings without giving the source. Also, do not use an author's actual language as if it were your own, even if you give the source. *Always enclose borrowed language within quotation marks to make clear that someone else is talking.* It is plagiarism not to cite a source *and also* to use an author's words as if they were your own--*even if you do cite the source*. Do not copy material out of books into your paper. Quote from the books only when the author really says it better than you can, and then make clear that someone else is speaking. At the same time, do not be self-consciously "academic." The paper is intended to test your own thought and expression. Don't feel you have to have a citation on every sentence. There is no need to document facts that are commonly known to your audience.

IV. Program Evaluation, Research, Methodology and Policy Analysis: Accounting, Economics, Political Science, Sociology and International Relations, and Human Resource Management

Prof. Frank Ridzi
Lemoyne College

I. Introduction

The goal of this cross-disciplinary course is to develop a comprehensive understanding of current issues and practices in policy analysis and the use of behavioral science research methods and theories for program and intervention design and evaluation. This course is intended to refine your applied academic skills to better prepare you for professional careers of leadership in public administration, business administration, economics, criminal justice and consulting. *To this end, this course will focus on developing the core strategic competency (or skill) of thinking empirically in terms of the application of theories and concepts to the design and evaluation of programs and policies.* Topics given special emphasis include: logic models, gathering and presenting data, statistical approaches to evaluating results in the policy process, flexible budget spreadsheets and GIS mapping.

II. Overall Course Assignments

The assignments for this course are divided into a series of **4** modules and a final portfolio. These will be taught with apprenticeship pedagogy.[i] Each of these modules focuses on developing your competency in a particular type of procedural knowledge (procedures, techniques and methods). Developing these competencies will assist you in "thinking empirically in terms of the application of theories and concepts to the *design* and *evaluation* of programs and policies."

Each of these procedural knowledge techniques will be taught through a three-step Modeling-Coaching-Fading process. First I will model the practice with a lecture-discussion on *domain knowledge*[ii] such as terms and concepts and how the particular technique in focus tends to be used. This Modeling step will also include a highly structured lab activity which I have completed on video so you can watch and take notes as many times as you like. As I complete these video taped activities I "think out loud" to share *heuristic strategies*[iii]. During the second step, you will be given lab instructions (scaffolding) to produce the same exact lab product that I produced during the modeling step. I will assist you in a coaching capacity during class periods, helping you to gain confidence with the relevant software and applications. After devoting time to learning through modeling and coaching, you will begin applying the lab techniques to your final portfolio. The professor will be present to offer stimulating questions but not answers, thus fading from involvement. Note: activities prior to this point do not involve higher level thinking skills such as analysis, synthesis, decision-making and planning. This final step, however, does involve such activities and will be assessed when the final portfolio is submitted. The final portfolio will be graded using the CLASS scale.

Readings and lectures will further help to build the professional factual knowledge needed to communicate in the policy and program creation and evaluation discourse. This includes vocabulary and basic concepts as well as accepted professional standards. This learning will be assessed in part via test questions that members of the class (your colleagues) produce.

III. Readings

Social Entrepreneurship: A Modern Approach to Social Value Creation Arthur C. Brooks. Publisher: Prentice Hall, Copyright: 2009

Welch, Susan and John Comer. (2001). Quantitative Methods for Public Administration: Techniques and Applications. Third Edition. Waveland Press.

W.K. Kellogg Foundation. Logic Model Development Guide. http://www.wkkf.org/knowledge-center/resources/2010/Logic-Model-Development-Guide.aspx

Maier, Mark. (1999). The Data Game: Controversies in Social Science Statistics. Third Edition. Armonk New York: M.E. Sharpe (Optional)

Additional assigned readings will be placed on library reserve and in the course folder.

IV. Course Objectives

This course is intended to refine your applied academic skills to better prepare you for professional careers of leadership in public administration, business administration, economics, criminal justice and consulting. Upon completion of this course, class members should be able to:

1. Explain the use of the **CLASS** scale (Community Need, Logical Approach, Assessment Plan, Sustainability Plan and Special interest area) in philanthropy and grant-making relating to the career area of your choice.
2. (**C**ommunity Need) Gather, tally and present data in charts and graphs to show basic numerical information and explain how these skills are important in needs assessment and other program/policy applications.
3. (**L**ogical Approach) Create and demonstrate the use of Logic Models for program/policy design and evaluation.
4. (**A**ssessment Plan) Demonstrate ability to design an appropriate evaluation design. This includes articulating the difference between formative and summative evaluation, and differentiating between experimental, quasi-experimental, and non-experimental evaluation designs.
5. (**A**ssessment Plan) Demonstrate ability to select and apply appropriate statistical approaches to evaluating results in the policy process, including using SPSS to perform Chi-Square, T-Test, OLS and Logistic Regression analyses.
6. (**S**ustainability Plan) Produce a flexible budget spreadsheet to accommodate a hypothetical social program and use this spreadsheet to display the importance of budgeting in social policies and programs.
7. OPTIONAL -(**S**pecial Interest Area) Locate, access, and import policy-relevant data into ArcView GIS and present this data in comprehensible geographic format.

V. Grading
The grading distribution is as follows:

4 CLASS reading questions[iv]	**10%**
Final Exam (including CLASS reading questions and lab questions) *one page study sheet can be used*	**30%**
Final Portfolio Presentation (Graded using CLASS scale)	**20%**
Weekly Lab assignments[v]	**10%**
Peer Reviews of Portfolios and Overall Ranking of Projects	**10%**
Class Participation[vi] (including portfolio workshop and service learning)	**20%**
Total	**100%**

Grading Scale: The following scale will be used in determining final grades:
- 94-100=A
- 90-93=A-
- 87-89=B+
- 84-86=B
- 81-83=B-
- 78-80=C+
- 75-77=C
- 72-74=C-
- 66-71=D
- <66=F

VI. Course Projects
CLASS reading questions

The reading is divided into sections that pertain to each of the 4 CLASS components. At the conclusion of each section you will submit 1 reading question that is based on the assigned required reading for that section. *These questions will be submitted to the instructor electronically and are due by midnight of the day listed.* Exemplary questions may be used on the final exam.

Creating Reading Test Questions Assignment Details
1. Read Popham (2008) handout "Multiple Choice Questions" pages 133-138.
2. Write your multiple choice questions with three purposes in mind: a) to demonstrate your mastery of the reading material by selecting and writing your question on material that is important to the themes of the text and the course; b) to democratize the learning process by sharing the responsibility for determining what material appears on the final exam. Exemplary questions written by your colleagues will appear on the final. Be sure that your questions are fair

and not deceptive or based on obscure facts; c) to encourage close reading of the text – one page of your notes on the readings will be allowed on the final exam.

3. Ensure that the following components are in each question you write.

Cite the source of the correct answer with the author's name, year of publication and page

The stem of the question

What is the name of the textbook for this class? (Neukrug 2008, page 1).

a. Social Studies

b. Theory, Practice, and Trends in Human Services*

c. Social Enterprise

d. The Wonders of Research.

Indicate the correct answer with an *

Provide several feasible incorrect answers, they should not be clearly wrong (i.e. Mickey Mouse), but they should also not be too close to the correct answer so as to be unfair (i.e. Social Entrepreneur)

Weekly Lab Assignments

In these you will:

1. Watch a video and complete the featured lab
2. Submit lab by e-mailing it to the professor by midnight (put Re: Lab # … in the subject heading) in a Microsoft Word or Excel 2003 document (this may require you to copy and paste charts from SPSS for instance into Word or Excel 2003. Do NOT use 2007 -if you are working with 2007 select SAVE AS and change it to 2003 in the bottom dialog box).
3. Labs submitted by blackboard should be exact replications of the labs you watch on video – i.e. what you submit should look exactly like what you see in my example
4. You apply the concepts and skills of the CLASS labs to your own program of choice (either one that exists or one that you invented) for both the portfolio workshop that you sign up for and for your final portfolio presentation. You do not apply it to your project in the weekly labs.

Class Workshop Components

What is required depends on how far into the semester you present.

	If you workshop on Community Need	If you workshop on Logical Approach	If you workshop on Assessment Plan	If you workshop on Sustainability Plan
Community Need (bar or pie or line charts/ graphs)	**x**	**x**	**x**	**x**
Logical Approach (a logic model that matches the charts above)		**x**	**x**	**x**
Assessment Plan (chi square and Logistic Regression OR a t-test and OLS Regression that match the above logic model)			**x**	**x**
Sustainability Plan (a flexible budget spread sheet that can allow you to estimate the cost per client and that matches the above logic model)				**x**
Special interest area (a GIS map that shows you are targeting a specific geographic interest area that matches the above logic model)				

x= this is a required part of your workshop

If multiple portions are required they must correspond with each other. For instance, if you present on community need and logical approach, your charts/ tables and logic model should address your community need. If you present on sustainability plan you must have community need charts, a logic model and assessment tables that all pertain to what you are building a budget for.

Workshop Questions: Your workshop should include three multiple choice questions on PowerPoint about the topic (C,L,A or S) of your workshop. You should follow the same rules and format as in the class reading questions above. The content of your workshop questions should be taken from the video lab for your topic and should include screen shots from the lab in the stem of the question (as well as citing the hour and minute of the video that the question comes from i.e. 24minutes and 7 seconds into the video). To take a screen shot press the button on the top right of the keyboard that says "print screen". Then go to your PowerPoint document and right click and paste (or press ctrl V). A sample question might be "Which of the following formulas is correct in this part of the budget where we are trying to calculate Social Security Withholdings?" This question might be accompanied by a screen shot and several possible formulas. Be sure to hide the correct answers until after the class has a chance to guess the answer. Another example might involve a screen shot of a partially completed logic model with one blank and the question may be: "Which of these would best fit into the logic model…"

VII. Attendance, Participation and Academic Standards

Attendance at each class meeting is expected and required of all class members. Two absences are permitted in this course before your grade will be reduced. After this, final grades will be decreased by two points for each additional, un-excused absence. Absences explained prior to the missed class will be considered on a case-by-case basis. Absences explained after the missed class will be considered only if accompanied with proof of severe illness, family emergencies, or other extenuating circumstance. Students are responsible for all missed work.

Participation in class discussions and overt respect towards all members of the class is also expected at each class meeting. Many of the topics of our class discussions will involve sensitive subject matter and/or the need to view issues from an unfamiliar perspective. *Constructive support of fellow classmates in their learning endeavors is a course requirement and will comprise a portion of your participation grade.* In the event that something prevents you from fully participating in the class, please notify the instructor in person and/or in writing immediately. Explanations at the end of the semester will be listened to but cannot be expected to affect your grade.

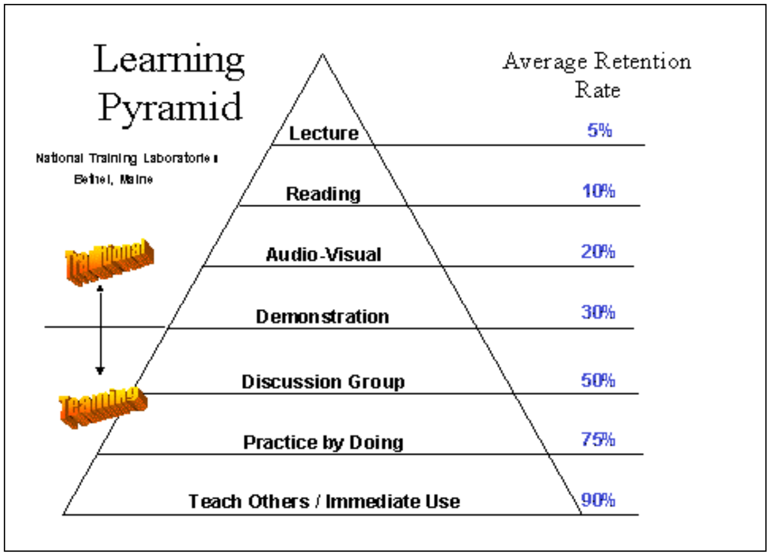
Punctuality is also expected in all class meetings. All lateness should be discussed in person with the instructor immediately following the class periods to which they pertain. Lateness beyond 5 minutes is considered an absence. Excessive lateness will begin to adversely affect the class participation grade. Students that arrive after attendance is taken are responsible for contacting the instructor immediately following the class to ensure that attendance is recorded.

VIII. Feedback

Feedback to the course instructor at any and all points is both welcomed and appreciated. Preferred mediums of communication include office hours, in-person meetings, e-mail, and written thoughts.

The Syllabus and Calendar are subject to change at the discretion of the instructor.

Teaching/Learning Philosophy



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[i]A note on Apprenticeship: "apprentices learn tailoring not in a special, segregated learning environment but in a busy tailoring shop. They are surrounded by both masters and other apprentices, all engaged in the target skills at varying levels of expertise. And they are expected, from the beginning, to engage in activities that contribute directly to the production of actual garments, advancing quickly toward independent skilled production. As a result, apprentices learn skills in the context of their application to realistic problems, within a culture focused on and defined by expert practice. They continually see the skills they are learning being used in a way that clearly conveys how they are integrated into patterns of expertise and their efficacy and value within the subculture. And by advancing in skill, apprentices are increasing their participation in the community, becoming expert practitioners in their own right. These characteristics—the ready availability of models of expertise-in-use, the presence of clear expectations and learning goals, and the integration of skill improvement and social reward—help motivate and ground learning (Collins, Brown and Newman 1989:486)."

[ii] "*Domain knowledge* includes the conceptual and factual knowledge and procedures explicitly identified with a particular subject matter; these are generally explicated in school textbooks, class lectures, and demonstrations (Collins, Brown and Newman 1989:478)."

[iii] "*Heuristic strategies* are generally effective techniques and approaches for accomplishing tasks that might be regarded as "tricks of the trade"; they don't always work, but when they do they are quite helpful. Most heuristics are tacitly acquired by experts through the practice of solving problems… For example, a standard heuristic for writing is to plan to rewrite the introduction to a text (and therefore to spend relatively little time crafting it); this heuristic is based on the recognition that a writer's initial plan for a text is likely to undergo radical refinement and revision through the process of writing and, therefore, that the beginning of a text often needs to be rewritten to "fit" the emergent organization and arguments of the main body and conclusion. Another strategy, designed to help a writer maintain momentum and "flow of ideas," is to avoid getting bogged down in syntax or other presentational details while getting one's ideas down (Collins, Brown and Newman 1989:478)."

[iv]CLASS **reading questions** Graded as follows 3=well written, clear, on an important point in the reading, and ready to use, 2= cannot be used because weak on one or all of the top points; 1= handed in but not in the realm of useable; 0= not handed in.

[v] **Weekly Lab assignments** Graded as follows 3= on time and mostly correct, 2= ½ to 2/3 correct, 1= less than ½ correct (minus 1 for each day late).

[vi] **Class Participation** Graded from attendance cards: when you arrive to class pick up your card, left over cards go in the absent pile (grade of 0). As we engage in class discussion, I collect cards of those who say interesting things that show clear evidence that they read and understood the reading (those go in a participant pile and get a 2). At then end of discussion, before apprenticeship sessions begin, I collect remaining cards, those are present (score of 1). This policy is a means to modeling a program evaluation design to measure program participation.

IX. Course Schedule

Date	Topic	Reading
1	Review Syllabus- Bring questions to next class	
2	Course Introduction	Syllabus
3	Lab: What is Social Entrepreneurship? ▪ **Write in one sentence or less something that is Entrepreneurial about you. Type it up and bring it to the next class.	-Brooks (2009) Chapter 1: An Introduction to Social Entrepreneurship
4	**Overview of the C.L.A.S.S. Scale** • Overview of Course Example- Imagination Library • Sign up for workshops	-Brooks (2009) Chapter 2. Ideas and opportunities (needs assessment)
5	Lab: find a Social Problem you want to solve and think of a program that can help solve it or find a program that already exists. Use the web sites listed in the Welch and Comber reading or other sites you find to locate data showing a need for your program. Describe your program and the data you found on paper to submit in our next class.	-Needs Assessment (York 2009: 56-58). -Welch, Susan and John Comer. (2001): Chapter 3 Measurement and Data Collection
6	**Overview of the C.L.A.S.S. Scale and Final Project: Social Problems and Meeting a Need** • Come to class with a completed CLASS scale showing your assessment of the "Bonnie CLACK Car Loans and Counseling" Business Plan for Growth that is featured in Wolk pages 69-80.	-Wolk 2008:69-80 in Business Planning for Enduring Social Impact. This will be a model for your final portfolio. Pages 80-178 provide background details that are optional
7	Lab 1 Community Need due by e-mail today by midnight. Bring a paper copy to our next class. • Think of how you might show community need for your program – reflect on today's Welch and Comer readings and the lab for ideas.	-York 2009: p55-56 - Welch, Susan and John Comer. (2001): Chapter 5 Analyzing Single Variables
8	Those who signed up workshop your Community Need in Class today - Overview of Logic Models for addressing Community Need **Post a multiple choice question #1 (Community Need) on the readings to date on blackboard by midnight	Read all (Chapters 1-4) of the W.K. Kellogg Foundation. Logic Model Development Guide. http://www.wkkf.org/knowledge-center/resources/2010/Logic-Model-

		Development-Guide.aspx
9	Lab 2 Logic Model due by e-mail today by midnight. Bring a paper copy to our next class.	Review Kellogg Chapters 1-4
10	No Class – Program Design Simulation – Take a long period of time by yourself and Prepare a Logic Model and Needs Assessment (including a chart showing need and find some literature to cite) for your Portfolio Optional: Work on the Optional GIS Lab 6 which can also be used to demonstrate need.	Review Kellogg Chapters 1-4
11	Lab: Finish preparing your Logic Model and Needs Assessment (including a chart showing need and find some literature to cite) for your Portfolio Optional: Work on the Optional GIS Lab, which can also be used to demonstrate need.	Review Kellogg Chapters 1-4
12	Those who signed up workshop your Logic Model in Class today- Overview of Assessing Impact of your program **Post a multiple choice question # 2 (Logic Model) on the readings since question 1 on blackboard by midnight	York 2009: Chapter 3: An Overview Of Evaluation Research. **Pp.48-60.**
13	**Spring Break**	
14	Lab: Watch Lab 3 Overview of Formative and Summative Assessment. Think of how you will use formative and summative assessment in your portfolio. Complete an assessment logic model as seen in Kellogg Chapter 4 (especially pages 35, 45-48) to bring to our next class. Use the template we used for imagination library.	York 2009: Chapter 3: An Overview Of Evaluation Research. Pp.60-78.
15	Assessing Impact of your program	Brooks (2009) Chapter 5. Measuring Social Value (pages 65-72 only)
16	Lab 4 Formative Assessment due by e-mail today by midnight. Bring a paper copy to our next class. Note: Copy and paste charts from SPSS to MS Word to submit.	**READ ONLY PAGES LISTED!** Welch, Susan and John Comer. (2001): Chapter 6 Analyzing the Relationship Between Variables (difference of means p. 202) Chapter 8

		Regression Analysis (OLS Regression p212, Regression Interpretation and Exercises p247
17	Assessing Impact of your program Part 2 Service Learning Session	Brooks (2009) Chapter 5. Measuring Social Value (pages 65-72 only)
18	Lab 5 Summative Assessment due by e-mail today by midnight. Bring a paper copy to our next class. Note: Copy and paste charts from SPSS to MS Word to submit.	**READ ONLY PAGES LISTED!** Welch, Susan and John Comer. (2001): Chapter 7 Hypothesis Testing and Statistical Significance (chi square p. 206) Chapter 8 Regression Analysis Logistic Regression p.302)
19	Those who signed up workshop your Assessment of Impact Plan **Post a multiple choice question # 3 (Assessment of Impact) on the readings since question 2 on blackboard prior midnight	
20	**-Work on Final Portfolio Assessment of Impact**	
21	Overview of Sustainability Preparation for Philanthropy Simulation	-Brooks (2009) Chapter 3. Developing the Social Enterprise Concept
22	Lab 6 Flexible Budget due by e-mail today by midnight. Bring a paper copy to our next class.	Brooks (2009) Chapter 4. Social Enterprise Business Plans
23	Philanthropy Simulation Begins First Group of Final Portfolio Presentations	Brooks (2009) Chapter 6. Earned income
24	Complete CLASS Scales for this week's presenters	Chapter 8. Entrepreneurial fundraising and marketing

25	Easter Break	
26	Second Group of Final Portfolio Presentations	Brooks (2009) Chapter 7. Donations and government income
27	Complete CLASS Scales for this week's presenters	Brooks (2009) Chapter 9. Launch, growth, and goal attainment
28	Third Group of Final Portfolio Presentations **Post a multiple choice question # 4 (Sustainability) on the readings since question 3 electronically by midnight -Review for Final Exam	
29	**Classes End**	
30	**Study Day** **All CLASS Scales Due with final Ranking**	
31	**EXAM**	