New York University

Gallatin School of Individualized Study

Policy, Community and Self
CLI-UG 1466
A Conceptual and Experiential Introduction to Policy Theory & Practice
Spring 2014

Thursdays
06:20 PM – 09:00 PM

1 Washington Place (Broadway)
Room 501

Spring 2014 Syllabus

Key Dates:

- January 30, 2014 First Day of Class
- February 27, 2014 Assignment for Midterm Assignment Due
- March 20, 2014 NO CLASS (Spring Recess)
- May 16, 2014 Last Day of Class and Final Project

Due:
Diary notes should be submitted each week, no later than 5 p.m. Friday
Weekly assignments are due at the beginning of each class.

Internship forms are due by end of 1st class.

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**Course Purpose & Overview**

Intended as an introduction to the concept of policy and its role in the life of individuals, families, and communities this course will include a number of hours per week (minimum) internship at one of several local policy formulation and/or advocacy organizations. Community Building, Service Integration, and Child Welfare are three themes that will be features in readings, discussion, and intern assignments. By examining a range of policy examples students will come to understand how government, schools, gangs, religious institutions and families can all make policy with varying degrees of explicitness and formality. At the course conclusion students will be able to:

1. Identify policies within their lives;
2. Argue effectively sides of a policy question or controversy contrary to their personal instincts or beliefs and learn why that is important;
3. Learn how they can change policy from within or without using methods of organizing and persuasion;
   a. The importance of evidence including qualitative and quantitative research, demographics, attitudes, asset mapping, and GIS in formulating policy;
   b. Methods of resolving conflict about policy;
   c. Implementation vs. formulation;
   d. The differences and connections between the policy and the policy maker;
   e. Evaluation, theories of change, and other formative approaches in particular.

Students will make tangible contributions to their internship hosts. Hosts may include:

1) Baby Buggy
2) Council of Family and Child Caring Agencies (COFCCA)
3) Corrections Association
4) Children’s Defense Fund (CDF)
5) Jump Start
6) Fostering Connections
7) New York State Office of Children & Family Services (NYS OCFS)
8) Bridge Builders
9) Human Services Council
10) The Pipeline Project/Winning Strategies (Sullivan & Cromwell)
11) Federation of Protestant Welfare Agencies
12) New Yorkers for Children
13) NYC Administration for Children Services
14) Global Strategies
15) Vera Institute
16) Community Resource Exchange (CRE)
17) Children’s Village
18) Cool Culture
19) Action Research Partners
20) OATS (Older Adult Technology Services)

Students will in turn receive guidance that enables them to make a connection between their internship experiences and the policy concepts taught and discussed in class. The course goal is to leave no
student unaware of the importance of policy in their own life and the life of their community and beyond. Particular reflection will focus on how to implement policies that empower people who lack power and how to help oneself and others watch, examine, promote, or fix policies. Work research, proposal writing, and advocacy.

**Course Outline in Brief**

**WHAT IS POLICY?**

**WHO MAKES POLICY?**

**WHERE DO THEY MAKE POLICY?: LAW, REGULATION, COURT ADMINISTRATION**

**HOW DO THEY MAKE POLICY?**

- ATTITUDE
- RESEARCH AND EVIDENCE AND EVALUATION
- MEDIA AND NEWS AND THE EVENTS THEY DISCUSS
- POLITICAL WILL AND LEADERSHIP AND STAKEHOLDERS, ADVOCATES
- THEORIES OF CHANGE
- INNOVATION AND SERENDIPITIES
- BOTTOM UP? / TOP DOWN?

**Resources:**

Chapin Hall at the University of Chicago – [www.chapinhall.org](http://www.chapinhall.org)

Keeping Track CCC New York

**Grading:**

Class Participation – 45%; Midterm – 20%; Final Paper and Diary- 35%

The internship experience as judged through class participation and Diary and the paper is critical to grading. The standard is that students were open, honest, responsible and resourceful in making the internship a valuable learning experience.

Gallatin has a strong policy on students’ taking incompletes, based on two essential premises: (a) they should take incompletes only for good reasons (“I haven’t finished yet” is not a good reason), and (b) they should meet deadlines for completing the required work. The basic steps are these: The student must request the incomplete in writing (on a form called *Request for a Grade of Incomplete*) before Monday, May 13th. If I agree to grant the incomplete, the student should indicate on the form (a) what work remains to be done and (b) the deadline by which the work must be submitted to you (the default is the last day of classes in the next full term). It is the student’s responsibility to submit the finished work.
Diary

Each student will be expected to maintain a diary/journal that includes observations, insights, and significant discoveries about the internship experience, and policies they examine though the internship as well as their daily life, newspapers, and classroom discussion. The diary would particularly highlight connections between readings, discussion and the internship content. As the course progresses, the following questions should be addressed:

1. What occurs at your internship site that you would label as policy and why would you label it as such?

2. What is your biggest policy challenge at your internship site? What skills or information do you need to overcome this challenge?

3. What inferences or methods have you seen for formulating policy at your internship site? Which do you think are most effective and why?

4. What do you see as the most difficult aspect of policy formation?

5. What skills or characteristics do you see as strengths and/or weaknesses in the policymakers with whom you work?

6. What are the factors that feed into and the process involved in how policy is implemented at your internship site?

7. How does conflict resolution occur at your internship site? Which methods do you find to be more or less effective and why?

8. Of the policy themes discussed above which are most prevalent at your internship site? In what ways?

9. How does the policy work occurring at your internship site connect with that which is occurring at a more national or global level?

10. What policy tools are used most often at your internship site? Give specific examples of how they are used?

11. What ethical issues have you encountered while at your internship site? How were they handled?
Internship Preference Sheet

In order to best match each student with an appropriate internship, please provide the information requested below.

Name: ________________________________  Date: __________________

School Address: ______________________  Home Address: _______________________

____________________________________  __________________________________

Phone #1 ______________________________  Phone #2 ______________________________

E-mail #1 ______________________________  E-mail #2 ______________________________

Schedule of Availability for Internship:

Mondays from ____________ to ____________ AND from __________ to ____________

Tuesdays from ____________ to ____________ AND from __________ to ____________

Wednesdays from ____________ to ____________ AND from __________ to ____________

Thursdays from ____________ to ____________ AND from __________ to ____________

Fridays from ____________ to ____________ AND from __________ to ____________

Issue: Please rank your top five preferences (1-5)

___ Child Care  ___ Housing

___ Health  ___ Children's Advocacy

___ Mental Health  ___ Education

___ Welfare  ___ Community Development

___ Advocacy- African American Males  ___ Other: ______________________

Location: Please rank by preference (1-3)

___ Downtown Manhattan  ___ Queens

___ Uptown Manhattan

___ Midtown Manhattan  ___ Brooklyn  ___ The Bronx

Function:

___ Writing  ___ Research  ___ Event
UNIT # 1: What is Policy?

Class Plan:

Journey Map

Fred Friendly Series, “Ethics In America” (DVD)

Required Readings from NYU Classes:

Ten Steps to Successful Advocacy

Six Steps for Policy Analysis and Practice

Hector and Family B

Seven Stages of Public Opinion

Optional Reading:


Notes: Nonprofits, profit making businesses, partnerships, “mom & pop,” corporations, and government
UNIT # 2  How to Rise to the Policy Internship Challenge

Let Me Have Some of that 20/20 Hindsight

Positive Deviance

Privilege Exercise (race focus)

“Race the Power of an Illusion” (DVD)

Pipeline Crisis

Required Reading:


Required Readings (choose 1) and prepare to present:


Optional Readings:


Notes: Case Examples: Ethnic Matching, Replication, Equal Part Strict Standing, Brown
UNIT # 3  Formulating Policy: Considering Context and History

Overlaying Theories and Concepts

Themes:

<table>
<thead>
<tr>
<th>Perception</th>
<th>Standards of Proof</th>
<th>Heard</th>
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<tbody>
<tr>
<td>Attitudes</td>
<td>Skepticism</td>
<td>Standards of Proof</td>
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<tr>
<td>Unintended Consequences</td>
<td>Power Mapping</td>
<td>Devolution</td>
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<tr>
<td>Tacking</td>
<td>Laws, Evidence</td>
<td>Opportunity to Be</td>
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<tr>
<td>Wet Finger in the Wind</td>
<td>Least Resistance</td>
<td>Engaging Stakeholders</td>
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<tr>
<td>Floodgates</td>
<td>Consensus Building</td>
<td>Positioning</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Carrots &amp; Sticks</td>
<td>Theories of Change</td>
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</tbody>
</table>

Theories

Efficacy of intervention vs. degree of intrusion
Redistribute children to best parents (Wald)
SMOPE (NYU Classes)
Self defeat - (story of studying for exam)
Cost of best intentions
Negative prophesies and toys in the attic
Unintended consequences

Required Readings:

Required Readings from NYU Classes:
Child Abuse and Critical Paths
“Bottom-Up Planning in a Top-Down World”
“Developing a Policy Initiative” by Makani Themba-Nixon
Sierra Leone
The Evaluation Exchange
Influencer

Optional:
UNIT # 4  Policy and the Policy Maker

Themes:

Ex Abusu
Checks & Balances
Mississippi Tapes

Andy Rooney name tags
How to question

“The Key to Politics is Sincerity and Once You Learn to…”

Required Reading (students are required to read ONE of the following for this unit) and prepare to present:

Caro, Robert A.  The Power Broker; Robert Moses and the Fall of New York.


Mapping the Judiciary (NYU Classes)

Midterm Assignment Due: February 27

Choose a policy controversy and discuss the history and context.  Argue both sides in the controversy.  Include data research and other evidence in the arguments.  Discuss any or all of the following if applicable - implementation vs. design; unintended consequences, ex abuse in unsure (floodgates, pendulum swings); unfunded mandates; legislating morality and sustaining reform.  Draw a conclusion that balances the arguments and/or compromises or lays out a target for advocacy.
UNIT # 5  Policy Implementation

Tools

Income Forecasting  Analysis
Budget Design  Advocacy
Qualitative and Quantitative Research  Collaboration
Communication

Required Reading:


Kubisch, Anne C. Voices from the Field II: Reflections on Comprehensive Community Change. The Aspen Institute, 2002. (NYU Classes)

Website Exploration:

Keeping Track- Citizen Committee for Children Website

KIDS COUNT Data Book www.nyskwic.org

UNIT # 6       Changing Policy, Advocacy, Conflict Resolution

Themes:

Mediation     Stir emotion at what cost
Arbitration   How to question
Negotiation   Subway film
Consensus building  Kinship
Engage

Required Reading:


OR


Required Reading from NYU Classes:


- Methods of conflict resolution
- Survey Tool Kit
- Guidelines for Conducting Focus Group

Video: Harvest of Shame
UNIT # 7  Central Policy Themes and Devices

Health, education and human service  Community driven services
Agenda building  Outcome drive
Reform  One stop shopping
Devolution  Justice
Audience for writing  Bottom up planning
Reinventing government  Case conferencing
User friendly services  Co-location
Deficit clock  Equity
Decentralization  Community building
Getting elected  Parens patriae
Comprehensive services  Consumer driven
Cultural competency  B. Blum, “I read something about you”
Neighborhood based services

Required Reading:


Optional:


UNIT # 8  Local, National, and Global Connections - Map of the World

Optional Reading:


UNIT # 9  Tools

Required Reading:


Required Reading from NYU Classes:

How to Write a Proposal

Optional Reading:


Notes: How to? Surveys, polls, focus groups, legislation, regulation, OP EDS, letters to editor, theories of change evaluation.
UNIT # 10  The Ethical and Social Justice Rationale for Policy Practice

Themes:

Parenthood and Mary Ellen

Rules of the Road & Personal Agendas

Life Lessons - looking at the world and your role in it

Guiding Values and Principles

Lecture will cover Power to Persuade by Haass (NYU Classes)

North, South, East & West

Exercise 20% more authority

Lobbying

Money and Power

Quid Pro Quo

A continuum: Gifts, Favors and Bribes

Ex Abusu

Required Reading:


Video: Orphan Train (?) or ------------------------- violence
Final Assignment

Students will prepare the policy they wish to change and develop an advocacy strategy designed to achieve that change. That strategy might be described as to its components and timelines and contingencies. Research to support the strategy may be developed and/or supplemented, organization tactics, legislative drafting, media or marketing materials designed or other persuasion intent developed.

*Presentations will be made in class in a form appropriate to each student's product.

Invited Guests:

2. Honorable Michael Corriero, NYC Civil Court
3. Martin Guggenheim, Professor of Clinical Law, NYU School of Law
4. Danielle Sered, Director of Common Justice
5. Tim Ross, Action Research Partners
6. Karen Goldstein, Vera Institute
7. Pat White, New York Community Trust
8. Felipe Franco, Deputy Commissioner for Juvenile Justice
9. Jeanne Milstein, Deputy Commissioner for the NYS Office of Children and Family Services
10. Heather A. Williams, Chapel Hill
11. Anne Williams-Isom, Harlem Children’s Zone
12. Nick Taylor, Author
13. Jessica Maxwell, Children’s Aid Society
14. Amy Chou, New Yorkers for Children

NB: “Communications sent are not necessarily communications received.”

Other Material on NYU Classes:
- A Guide to NY’s Child Protective Services System
- A Letter From Some Youngsters
- A Management and Policy Study
- A NY Power Trip Bibliography
- A New York Power Trip
- A New York Power Trip (cont’d)
- A Phoenix in the Ashes by J.H. Mollenkopf
- A Spank-Free Zone
- A Topography of Self-Help Groups, An Empirical Analysis
- ACS’ Mentoring Action Plan (MAP)
- Advocacy Tools from PolicyLink
- Advocacy
- Assessing the Effects of Foster Care Part 1
- Basic Field Guide to the Positive Deviance Approach
- Bloomberg Policy Blamed for Families in Shelters
- Bringing Back the Settlement House
- Case Conferencing in Bushwick, NY
- Child Welfare Reform Act
- Collaboration Seen as Key to the Cosmos
- Concepts, Themes, Theories, Tools Principles Community Building Bricks
- Core Issues in Comprehensive Community-Building Initiatives
- Court System
- Dispute Resolution Methods
- Do’s and Don’ts
- Dr. Laura
- Economic Mobility—Is the American Dream Alive & Well
- Eight Themes on Comprehensive Community Development
- Elements for Ensuring Success in Building Collaborative Partnerships
- Elements of Building Community
- Fast Track to Efficiency
- Fred Rogers
- From Some Youngsters
- Helfer also Described His Concept of Coordination
- His Legacy—Child Abuse Effort
- How Do You Do—I Am a…
- Justice Kagan Dissents
- Learning What Works — Evaluating Complex Social Interventions
- Letterman
- Life Lessons
- Making a Difference — An Impact Study of Big Brothers Big Sisters
- Mapping Community Capacity
- McDonald’s
- Model for Interdisciplinary Collaboration
- NCBO Research and Policy Program Development Project Initiatives for Study
- Neighborhood Governance
- Neighborhood-Based Human-Services-Building on History
- New Leaders for New Schools Contact
- No More Economic False Choices
- NY Area Common Application Form
- NYC Foster Care-A Labyrinthine System
- NYC Public Assistance, Child Care and Child Welfare Funding Source – ACT Conference
- Overview of the American Legal System
- Pascal’s Method
- Performance Measurements in Human Services Contracts – NY Nonprofit Press
- Pipeline Crisis Letter
- Policy Maker Outreach Checklist
- Powermapping
- Pres. Clinton-Colgate Article
- Principles of Community Engagement
- Project Management Workbook
- Proposal for a Children’s Initiative
- Rationales and Contents for Collaboration
- Readers Split Left, Right (and Center)
- Rename Law – No Wisecrack is Left Behind
- Replication
- Saga of NY’s Youngest Serious Criminal
- Sample of National Child Advocacy Organizations
- Scholarships
- School-Community Partnerships
- Serving Children and Families Effectively-How the Past Can Help Chart the Future
- Social Policy Issues in the Prevention of Burnout A Case Study by J. Lawrence Aber
- Survivor’s Voice Change NY State Law
- Ten Components of Neighborhood Network
- The Community Builder’s Approach to Theory of Change – A Practical Guide to Theory Development.
- The IBM Component Business Model
- The Myth of Community Development – NYT Article
- The New Debtor’s Prisons
- The Pipeline Crisis – Winning Strategies List of Non-Profit Organizations
- The Seven Deadly Social Sins
- The Social Security Act of 1935
- The Words They Used – A Selection of Presidents
- Thomas L. Friedman – How to Fix a Flat
- Time-Line – Child Welfare
- What are Friends For – A Longer Life
- What Lessons Those Carrots are Teaching
- YMCA Continuum of Youth
- YMCA Mission

LIST OF REQUIRED READINGS
*Note:* Order of reading assignments subject to change in accordance with schedule of guest lecturers.

**REQUIRED**

- Caro, Robert A. *The Power Broker; Robert Moses and the Fall of New York*
REQUIRED (choose one from Parts I, II, etc. - see outline)

I.  
      
      OR
   
      
      OR
   

II.  
       
       OR
    

LIST OF OPTIONAL READINGS


• Chaskin, Joseph R., et.al. **Core Issues in Comprehensive Community Building Initiatives.** Rebecca Stone, Chapin Hall Center for Children at the University of Chicago, 1996.

• Chaskin, Joseph R. **Decision Making and Action at the Neighborhood Level: An Exploration of Mechanisms and Processes.** Chapin Hall Center for Children at the University of Chicago, 2000.


• Chaskin, Joseph R. and Sunil Garg. **The Issue of Governance in Neighborhood-Based Initiatives.** The Chapin Hall Center for Children at the University of Chicago, 1994.


• Kubisch, Anne C. *Theories of Change*. The Aspen Institute, 1995.


• Herman, Margaret S. *Resolving Conflict: Strategies for Local Government*. International City/County Management Association, 1994.


• Kubisch, Anne C. *Voices From the Field II: Reflections on Comprehensive Community Change*. The Aspen Institute, 2002.


• Tough, Paul. *Whatever It Takes: Geoffrey Canada's Quest to Change Harlem and America*. 2008


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- **Illicit Collaboration** – submitting work done in collaboration with others without the express permission of the instructor or without acknowledging such collaboration.
- **Doubling or Recycling** – submitting the same or substantially similar work in multiple courses, either in the same semester or in a different semester, without the express approval of all instructors.
- **Cheating** – bringing or accessing unauthorized materials during an examination (e.g., notes, books, or other information accessed via cell phones, computers, or any other means); submitting answers on an exam that were obtained from the work of another person or providing answers or assistance to others during an exam when not explicitly permitted by the instructor; when submitting evaluations of group members' work for an assigned group project, misrepresenting the work that was performed by another group member; altering or forging academic documents, including but not limited to admissions materials, academic records, grade reports, add/drop forms, course registration forms, etc.

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