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 2016

Tuesdays
06:20 PM – 09:00 PM

Spring 2016 Syllabus

Key Dates:

- January 26th  First Day of Class
- March 1st  Assignment for Midterm Assignment Due
- March 15th , NO CLASS (SPRING RECESS)
- May 3rd, Last Day of Class and Final Project Submission

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 preference forms are due by end of 1st class.*

Each student should schedule at least one individual consultation after the Mid-term and before the semester concludes.

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Office Hours: 5:00 – 6:20 p.m. Tuesdays (by appointment) or
150 William Street – 18th Fl. (by appointment)
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 8 hours per week (minimum) internship at 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) ACS Development + Partnerships
2) Council of Family and Child Caring Agencies (COFCCA)
3) ABC
4) JumpStart
5) Human Services Council
6) The Pipeline Project/Winning Strategies (Sullivan & Cromwell)
7) New Yorkers for Children
8) NYC Administration for Children Services – Early Childhood
9) Cool Culture
10) Action Research Partners

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. Research, proposal writing, and advocacy are three skill sets that will be enhanced through reading, observation and discussion and analysis in class, in internships and beyond.
**Course Outline in Brief**

**WHAT IS POLICY?**

**WHO MAKES POLICY?**

**WHERE DO THEY MAKE POLICY?: LAW, REGULATION, COURTS, NON PROFITS, BY LAWS, AND CONTRACTS**

**HOW DO THEY MAKE POLICY?**

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

**Resources:**

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


**Grading:**

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

The internship experience is judged through class participation, Diary entries, midterm and final assignments. Students are expected to be 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](http://www.cccnewyork.org/data-reports/keeping-track-database/)) before Monday, May 11th. 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 may 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?

12. What connections have you made between/among your life experiences, readings and class discussions and your internship?
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 ___________

Saturdays from ___________ to ___________ AND from __________ to __________

Sundays from ____________ to ____________ AND from __________ to __________

**Issue:** Please list your top 3 areas of interest (1, 2, and 3):

___ Child Care

___ Health

___ Mental Health

___ Justice

___ Housing

___ Children + Family Well-Being

___ Education

___ Community Development

___ Other: ___________________________

**Location:** Please rank by preference (1-3)

___ Manhattan

___ Brooklyn

___ Queens

___ The Bronx

___ Staten Island

___ Other

In one sentence or two please explain your internship expectation? ___________________________________________________

Is there an organization or type of organization to which you prefer to be assigned? ________________________________
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
Class Activity: Privilege Exercise (race focus)

In Class: “Race the Power of an Illusion” (DVD)

Discussion Topics:

1) Ethnic Matching
2) Equal Protection + Strict Scrutiny
3) Brown vs. Board of Education + the use of social science
4) Pipeline Crisis
5) Contracts
6) Trust + Engagement
7) Efficacy of the Intervention

Required Reading:


Required Readings (choose 1) and prepare to present:


Optional Readings:


UNIT # 3

**Formulating Policy: Considering Context and History** February 16\(^{th}\) + February 23\(^{rd}\)

**Overlaying Theories and Concepts**

In class exercise – 3 communities created

**Terms, Themes, Concepts:**

<table>
<thead>
<tr>
<th>Perception</th>
<th>Outcomes</th>
<th>Efficacy of Intervention vs.</th>
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<tbody>
<tr>
<td>Attitudes</td>
<td>Standards of Proof</td>
<td>Degree of Intrusion</td>
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<tr>
<td>Unintended Consequences</td>
<td>Power Mapping</td>
<td>Redistribute Children to Best</td>
</tr>
<tr>
<td>Tacking</td>
<td>Carrots &amp; Sticks</td>
<td>Parents (Wald)</td>
</tr>
<tr>
<td>Spinning</td>
<td>Devolution</td>
<td>SMOPE (<strong>NYU Classes</strong>)</td>
</tr>
<tr>
<td>Positing</td>
<td>Engaging Stakeholders</td>
<td>Self-Defeat (story of studying</td>
</tr>
<tr>
<td>Wet Finger in the Wind</td>
<td>Theories of Change</td>
<td>for exam)</td>
</tr>
<tr>
<td>Floodgates</td>
<td></td>
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</tbody>
</table>

**Required Readings:**

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

Child Abuse and Critical Paths (**NYU Classes**)

“Bottom-Up Planning in a Top-Down World” (**NYU Classes**)

**Midterm Assignment Due: March 1\(^{st}\)**

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; floodgates; pendulum swings; use versus abuse; unfunded mandates; legislating morality; and sustaining reform. Draw a conclusion that balances the arguments and/or compromises or lays out a target for advocacy. 3-4 pages including citations.
UNIT # 4  Policy and the Policy Maker March 1\textsuperscript{st} + March 8\textsuperscript{th}

Class Activity:  1) Discuss Midterm

2) Role Play Meeting of 3 Communities

Themes:

1) “Sensitivity”
2) Checks & Balances
3) Restorative Justice + Theories of Punishment

Required Reading (prepare to present):

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

Pages 1-200 for March 1\textsuperscript{st}. The balance by March 8\textsuperscript{th}. 
UNIT # 5  Policy Implementation  March 22\textsuperscript{nd} + March 29\textsuperscript{th}

For Discussion:

- Income Forecasting
- Budget Design
- Qualitative and Quantitative Research
- Communication
- Asset Mapping
- Fair Salaries

Class Activity: Power Mapping – Advocacy Pitches

Required Reading:


Website Exploration:

- Keeping Track- Citizen Committee for Children Website
- KIDS COUNT Data Book [www.nyskwic.org](http://www.nyskwic.org)
UNIT # 6  Changing Policy, Advocacy, Conflict Resolution April 5th

Themes:

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

Required Reading:


Required Reading from NYU Classes:


- Methods of conflict resolution
- Survey Tool Kit

Video: Harvest of Shame (If time permits)
UNIT # 7 Central Policy Themes and Devices April 12th

Health, education and human service
Agenda building
Reform
Devolution
Audience for writing
Reinventing government
User friendly services
Deficit clock
Decentralization
Getting elected
Comprehensive services
Cultural competency
Neighborhood based services

Community driven services
Outcome drive
One stop shopping
Justice
Bottom up planning
Case conferencing
Co-location
Equity
Community building
Parens patriae
Consumer driven
B. Blum, “I read something about you”

Required Reading:


Optional:

UNIT # 8        Polls, Focus Groups, Legislation, Regulation, OP EDS, Letter to Editor, Theories of Change Evaluation, Local, National, and Global Connections - Map of the World    April 19th

Required Reading from NYU Classes:

Guidelines for Conducting Focus Group – Kaiser Permanente

UNIT # 9        Tools    May 4th

Required Reading from NYU Classes:

How to Write a Proposal

Optional Reading:

UNIT # 10  The Ethical and Social Justice Rationale for Policy Practice  April 26th

Themes:

Parens Patriae 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

Contracts

Required Reading:


Video: Orphan Train
Final Assignment

DUE: May 3

Students will propose a policy they wish to change and develop an advocacy strategy designed to achieve that change. That strategy should be described as to its components and timelines and contingencies. Work may include research to support the strategy, 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. Kathleen Hoskins, NYC Administration for Children’s Services
4. Danielle Sered, Director of Common Justice
5. Tim Ross, Action Research Partners
6. Karen Goldstein, CUNY
7. Pat White, New York Community Trust
8. Felipe Franco, Deputy Commissioner for Juvenile Justice
9. Allison Sesso, Human Services Council
10. Anne Williams-Isom, Harlem Children’s Zone
11. Taz Tagore, Reciprocity Founder
12. Jessica Maxwell, Children’s Aid Society
13. Jeremy Kohomban, Children’s Village
14. Kathryn O’Neal Dunham
15. Jennifer Jones Austin

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 Biblio.
- 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
- Advocacy Tools from PolicyLink
- Advocacy
- 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 Dont’s
- 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
- Fred Rogers
- From Some Youngsters
- 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
- NCBN Research and Policy Program Development Project Initiatives for Study
- Neighborhood Governance
- Neighborhood-Based Human-Services-Building on History
- New Leaders for New Schools Contact
- NY Area Common Application Form
- 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
- Principles of Community Engagement
- Project Management Workbook
- Proposal for a Children’s Initiative
- Rationales and Contents for Collaboration
- Readers Split Left, Right (and Center)
- Replication
- 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, - see outline)

I.  
      OR  
   b. Tough, Paul. *Whatever It Takes: Geoffrey Canada's Quest to Change Harlem and America*.
      2008  
      OR  
LIST OF OPTIONAL READINGS


• Kubisch, Anne C. Voices From the Field I: Learning From the Early Work of Comprehensive Community Initiatives. The Aspen Institute, 1997.

• 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


**Academic Integrity**

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The following are examples of behaviors that compromise the academic integrity of the Gallatin School. The list is not exhaustive.

- **Plagiarism** – using a phrase, sentence, passage, image, graph, table, sound recording, art work, or any other type of creative or intellectual material from another work without proper citation; paraphrasing words or ideas from another work without attribution; reporting as your own research or knowledge any data or idea gathered, reported, or developed by another person; submitting as your own work anything produced by another. Plagiarism does not only apply to written or recorded work, but also to intellectual property such as computer programs, oral presentations, and artistic work including choreography, stage blocking, and music.

- **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.

Note that plagiarism and other violations of academic integrity are matters of fact and not intention, and apply to all material submitted as a Gallatin student. In other words, regardless of whether they are deliberate or accidental, all violations are subject to potential disciplinary action. In all cases and when in doubt, students should consult with their instructor regarding acceptable forms of documentation and citation, collaboration, and exam preparation.

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