



MASTER SYLLABUS
**SW 6991: SPECIAL TOPICS: THE IMPACT OF SOCIAL POLICIES ON CRIMINALITY,
CRIMINALIZATION, AND THE CRIMINAL JUSTICE SYSTEM**
(3 credit hours)

PRE-REQUISITE: PROFESSOR PERMISSION/INTERVIEW

Professor Information:

Erin Comartin, Ph.D., LMSW

Class Location: Detroit Reentry Center, Tuesdays 5:30pm-8:20pm

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School of Social Work

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Wayne State University Mission Statement

Wayne State's mission is to create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities.

School of Social Work Mission Statement

As a school within an urban research university, the mission of the Wayne State University School of Social Work is to transmit, develop, critically examine, and apply knowledge to advance social work practice and social welfare policy in order to promote social, cultural and economic justice for the betterment of poor, vulnerable, and oppressed individuals, families, groups, communities, organizations, and society, by:

- Preparing ethical and competent social work generalists, advanced practitioners and scholars at the B.S.W., M.S.W., and Ph.D. levels, respectively, with learning that primarily emphasizes urban settings;
- Conducting research, primarily relevant to urban populations; and
- Providing innovative leadership and service to the urban community and the profession.

COURSE DESCRIPTION

This course engages students in critical readings and discussions focused on various social policies that may affect what is defined as 'criminal' and the criminalization of an individual. Specific social policies discussed during the course include mental health, substance use/misuse,

and immigration and detention. Using a policy analytic framework, the course will encourage students to evaluate current policy and develop alternative policies. In developing alternatives, consideration of opposing and supporting forces – as well as social and financial costs – will be studied.

This course uses an ‘Inside-Out Prison Exchange’ model of teaching. This model provides an opportunity for a small group of students from Wayne State University and a group of individuals residing within the Detroit Reentry Center (DRC) Correctional Facility to exchange ideas and perspectives about these topics and related social issues. It is a chance for all participants to gain a deeper understanding of the intersection of social and health policies within the United States and how such policies intersect with the criminal/legal system.

COURSE COMPETENCIES AND PRACTICE BEHAVIORS

Competency #1: Demonstrate ethical and professional behavior

Behaviors:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

Competency #3: Advance human rights and social, economic, and environmental justice

Behaviors:

- Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice.

Competency #5: Engage in policy practice

Behaviors:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

CLASS FORMAT

The group meets every Tuesday evening throughout the semester for 2½ hours. Most weeks, the meetings take place at DRC, where the Wayne State students and a group of men in the institution gather for class. The meetings at DRC consist of a guided dialogue, in both the large group and smaller subgroups, on particular topics each week.

Meetings that are held separately (*1st, 2nd and final week*) will be held at 5:30pm for WSU (“Outside”) students at the School of Social Work; 5:30 pm for individuals from DRC (“Inside Students”) at DRC. During these meetings, everyone has the opportunity to debrief the process at the beginning and end of the semester.

TEXTS AND REQUIRED MATERIAL

Required books:

- Early, P. (2007). *Crazy: A Father's Search through America's Mental Health Madness*. G.P. Putnam's Sons: London, UK.
- Golash-Boza, T. (2012). *Immigration Nation: Raids, Detentions, and Deportations in Post-9/11 America*. Taylor & Francis: New York, NY.
- Sered, D. (2019). *Until We Reckon: Violence, Mass Incarceration, and a Road to Repair*. The New Press: New York, NY.

Required articles:

- Segal, E. (2016). Analyzing and researching social welfare policies (ch. 4). In, *Social Welfare Policy & Social Programs: A Values Perspective, 4th ed.* Cengage learning; Boston, MA.
- Karger, H. & Stoesz, D. (2013). Social Welfare Policy Research: A framework for policy analysis. *American Social Welfare Policy: A Pluralist Approach, 8th ed.*
- National Alliance for the Mentally Ill – NAMI (2019). Consensus Workgroup Policy Recommendations to the 116th Congress & Trump Administration on Behavioral Health Issues in the Criminal Justice System: Next Steps. Retrieved from <https://www.nami.org/getattachment/About-NAMI/NAMI-News/The-Criminal-Justice-and-Behavioral-Health-Workgro/SJ-RPT-29519-PolicyRecs.pdf?lang=en-US>.
- Kubiak, S., Comartin, E., et al. (2019). Mental Health Across the Criminal Legal Continuum: A Summary of Five Years of Research in Ten Counties. Retrieved from https://behaviorhealthjustice.wayne.edu/pdfs/diversion_5_yr_summary.pdf.
- Linton, J., Griffin, M., Shapiro, A. (2017). The American Academy of Pediatrics: Detention of Immigrant Children. Retrieved from <https://pediatrics.aappublications.org/content/pediatrics/early/2017/03/09/peds.2017-0483.full.pdf>.
- Lutheran Immigration and Refugee Service (2017). Betraying Family Values: How Immigration Policy at the United States Border is Separating Families. Retrieved from https://www.lirs.org/assets/2474/lirs_betrayingfamilyvalues_feb2017.pdf.
- Centers for Disease Control & Prevention (2013). Policy Analytical Framework. Retrieved from <https://www.cdc.gov/policy/analysis/process/docs/CDCPolicyAnalyticalFramework.pdf>.

ROLE OF THE STUDENT AND INSTRUCTOR

For Outside students: It is ABSOLUTELY NECESSARY to be ON TIME – to meet the group at DRC. We need to be sure everyone arrives on time to be processed through the prison check-in system in a timely fashion.

Attire for Outside Students: All Outside students need to wear an oversized t-shirt/sweatshirt and pants to each class. There are NO EXCEPTIONS! This rule is in place to avoid having students wear shirts or blouses that are too tight, revealing, see-through, or inappropriate for entering a correctional facility. In order to avoid the risk of being denied entrance into the prison because of improper attire, every student MUST wear an oversized shirt and pants. If you are denied access to the prison due to attire, you will not receive participation grades for that session.

CONTACTING THE INSTRUCTOR

For Outside students: You can contact me via e-mail at any time – it is the best way to reach me – and I will respond, in most cases, within 48 hours. If you would like to set up a meeting with me, it is best done via e-mail, as well. For Inside students: you can contact me via Mr. Hankinson at DRC. He can send an email or call me.

University Statement of Obligation of Students and Faculty Members of the teaching - learning process <http://www.bulletins.wayne.edu/fib/fib2d.html>

COURSE POLICIES

Academic integrity and student code of conduct

http://www.doso.wayne.edu/student-conduct/Academic_Integrity.html

Wayne State University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect.

Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, another person's assistance.

All work done for this course is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media, these resources must be cited in a manner appropriate to the course. A good rule to follow is that when you find it, you can use it, if you cite it!! Cutting and pasting from websites/online articles without proper citation is considered plagiarism. In addition, you must do your own work, as extremely similar papers will not receive credit. Any plagiarism will result in 0 points for the assignment and may result in a failing grade for this class.

WSU/Outside STUDENT RESOURCES

Students with disabilities

<http://studentdisability.wayne.edu/rights.php>.

Counseling and Psychological Services (CAPS) at Wayne State:
<http://www.caps.wayne.edu/>

GRADING AND ASSIGNMENTS

PERFORMANCE CRITERIA:

Student achievement of the learning outcomes is dependent upon three written assignments: weekly reflection papers, group project summary paper, and the final paper; and participation. Each assignment is explained below. Please note: no late papers, including final papers, will be accepted.

Assignment	Percent	Competencies Addressed
Reflection Papers	200 pts (50 pts each)- 40%	#1, #3, #5
Group Project Summary	100 pts- 20%	#3, #5
Final Paper	100 pts- 20%	#3, #5
Participation	100 pts- 20%	#1
TOTAL	500 pts- 100%	

Grading Policy:

Students may pass the course with a grade of **C** but must maintain a **B** average (See graduate Bulletin, Wayne State University
<http://www.bulletins.wayne.edu/gbk-output/index.html>)

Grade distribution:

100-95 A	94.9-90 A-	89.9-87 B+	86.9-83 B	82.9-80 B-	79.9-77 C+
79.9-77 C+	76.9-73 C	72.9-70 C-	69.9-67 D+	66.9-63 D	62.9-60 D-

ORGANIZATION OF THE COURSE

The three units covered in this course include: mental illness, mental health policy and practice; drug use/misuse trends, policies, and implications; and immigration and detention.

Course Learning Units: **The assigned readings are to be done prior to class.**

Week/ Date	Topic	Activities	Readings for Class
Week 1 1/7/20	Student Orientation Outside Students	Separate meeting with Outside Students to set rules and standards of behavior	Review rules and syllabus ROOM 223 IN SSW
Week 2 1/14/20	Student Orientation Inside Students	Separate meetings with Inside Students to set rules and standards of behavior	Review rules and syllabus

Week/ Date	Topic	Activities	Readings for Class/ Assignments Due
Week 3 1/21/20	First Combined Meeting/ Policy Analysis Frameworks	Course overview, icebreaker review of the rules and reaction papers, group discussion. (What do we mean by policy? Hot topics in social policy?).	1. Karger & Stoesz: Framework for policy analysis. 2. Segal: Analyzing and researching social welfare policies.
Week 4 1/28/20	Mental illness, mental health policy and practice	Icebreaker; discussion of readings, brainstorming, small groups.	1. Crazy: A Father's Search through America's Mental Health Madness (Chpt 1 - 10) 2. NAMI- Consensus Workgroup Policy Recommendations to the 116 th Congress...
Week 5 2/4/20	Mental illness, mental health policy and practice	Discussion of readings/small group work	1. Crazy: A Father's Search through America's Mental Health Madness (Chps 11-25; 29; 32). 2. Kubiak, Comartin, et al- Mental Health Across the Criminal Legal Continuum
Week 6 2/11/20	Immigration and Detention	Discussion of reading; group discussion.	1. Immigration Nation (chs. 1-3) 2. Linton et al- The American Academy of Pediatrics... REACTION PAPER 1 (Mental Health) DUE
Week 7 2/18/20	Immigration and Detention	Discussion of reading; group discussion.	1. Immigration Nation (chs. 4, 5, conclusion); 2. Lutheran Immigration & Refugee Services
Week 8 2/25/20	Addressing Violence	Discussion of reading; small group discussion.	Until We Reckon (chs. 1-3) REACTION PAPER 2 (Immigration) DUE
Week 9 3/3/20	Addressing Violence	Discussion of reading; small group discussion. No class next week	1. Until We Reckon (chs. 4-7)
Week 10 3/10/20	NO Class- University closed		

Week 11 3/17/20	Policy Alternatives Overview	Discussion of reading; small group discussion; group project.	1. CDC Policy Analytical Framework REACTION PAPER 3 (Violence) DUE
Week 12 3/24/20	Group Project	Students work on final group projects	
Week 13 3/31/20	Group Project	Students work on final group projects	REACTION PAPER 4 (Group Project/semester)DUE
Week 14 4/7/20	Group Project	Presentation of Group Projects	
Week 15 4/14/20	Graduation	Reflections on the course	GROUP PROJECT DUE
Week 16 4/21/20	Final Session (separate meetings with inside/outside students)		FINAL PAPERS DUE

Note: Syllabus may be modified by instructor based on the needs of the class

COURSE ASSIGNMENTS

I. Reflection Papers (200 pts total; 50 pts each)

Each student is required to **complete four reflection papers** (as well as a final paper). Papers are **due the second week of a particular session, and can cover material that has been presented since the last paper was turned in. Papers are turned into the professor at the start of the class session when they are due.**

For Outside students, papers are to be typed, double-spaced, at least 4 pages in length. For Inside students, the reflection papers are to be written, double-spaced (every other line), at least 8 pages in length. All papers need to incorporate a *minimum of 4 references or quotes (with proper citations) from the corresponding week's readings. Make sure you credit the specific materials that you refer to or quote*, even when you are using books/articles that are assigned for the class. The papers will call for you to: observe, feel, reflect, analyze, and integrate the information in the readings with the prior week's discussion.

Hint: Since your final paper is a policy analysis, pay attention to the social policies that are illuminated in readings/discussions that you find interesting.

Each reflection paper should include three sections:

Section One: *Observations* (things you **see** within the class)

Section Two: *Analysis and Integration* (of reading/discussion)

Section Three: *Reactions* (your feelings/insights)

TIPS FOR WRITING REFLECTION PAPERS

- A. **Section One: Observations.** Identify three things that you observed during our combined meetings. These observations can include anything that especially stood out for you, such as certain kinds of interaction between people, interesting issues or common themes that emerged (beyond what we were discussing), insights about the dynamics of the group, etc. Explain what was significant to you about each of the observations.
Tip: Be sure to include, and explain, **three** observations.

Example of an observation:

During our discussion about power, I noticed that most definitions of power were negative. For example, several students said that power is the ability to control other people. We didn't discuss the positive elements of power until much later in the class.

- B. **Section Two: Analysis and Integration.** In this section, you are to look at the issues that were discussed in the prior week's class, reflecting on and analyzing the topics that were addressed. Integrate the readings for the week, including at least five relevant quotes (with citations) from those readings. This is probably the most difficult section to write well. In this section, you are expected to present your own analysis based on the readings and discussion for each class meeting.

Tip 1: Prior to writing this section you should reflect on the issues and themes that were discussed during the class meeting and those that came up while you were doing the reading. What themes, points, or issues did you find interesting? Jot these down.

Tip 2: Since it is difficult to write about several issues well, select one (*maybe* two) of these issues or themes to write about.

Tip 3: Develop your own analysis of the issue or theme you select. What do YOU think about what you read and discussed during class?

Tip 4: Use quotations from the readings and examples from class discussion to support your analysis or to highlight the limitations of your analysis.

Example of part of an Analysis and Integration section:

During the last decade, tougher drug laws have been introduced in most states. I find it interesting that although these laws supposedly apply to everyone, they often seem to affect men and women differently. As Jones (2000) states in *Her Really Good Book*, "women are likely to receive harsher penalties than men for their involvement in similar offenses" (p. 3). In class last week we identified several explanations for why that might be true and I want to discuss here those that I find to be most persuasive. I also will suggest means of eliminating unwarranted differences in sentencing of men and women that legislators should entertain. In addition, lawmakers need to have their feet held to the fire to make sure they consider the broader impact of harsher penalties for drug offenses beyond the lives of the individuals sentenced for such crimes. As Harvey (2012) writes, "incarceration also punishes the families of men and women on the inside" (p.7).

Tip: Try not to do the following:

Quote #1: "Women are likely to receive harsher penalties than men for their involvement in similar offenses" (HRGB p.3). This quote shows that women in the criminal justice system are treated differently from men. It seems that women and men are treated differently at the county jail.

This is not necessarily “wrong,” but notice whose voice and opinion is emphasized when the quote comes first: not yours. Use this assignment to showcase YOUR analysis. You’ve done the work, read the books, and listened in class. Now give YOUR take on all of this. Use the quotations and examples to support YOUR analysis or to highlight the limitations of your analysis. Also take care to avoid including a string of quotes as if the quotations speak for themselves. Again, most of the analysis and discussion should come from you. Also avoid simply restating what is in a quotation. That does not tell us what you make of the quotation or how you would expand on its message.

C. Section Three: Reactions. In this section, you should write about your emotional reaction (how you felt) after class. Try to describe *in as much detail as possible* how class or a particular discussion or activity, made you feel. For example, do not just say that class made you feel sad. Tell the reader what made you feel sad and why. If possible, spell out more about what it means when you say you were sad. Sadness is not necessarily experienced in the same way by everyone. It may be difficult to explore these feelings. Writing can be a useful way to examine feelings that we might otherwise ignore. Remember, you will not be penalized for honesty.

Final Tip: Value the time you spend on each assignment. It will be obvious to me when you are not giving your full effort. Your time, and mine, is too valuable to waste.

II. Group Project Summary (100 pts)

A small group of 4 (2 inside/2 outside) students will be formed for the final project based on student’s interest area. Groups will cover the three policy areas of the course (mental health, immigration/detention policy or violence). Each group will select one specific policy problem within that policy area (i.e. incarceration of those with mental illness). Group Projects will require each group to identify the problem, as well as the evidence that exists to support your view of the issue as a problem. This problem area – and the policy solution that you offer as an alternative to the current problem, will be the source of your summary. Groups in the same area should not identify the same specific problem.

Groups will work together for 2.5 weeks, determining the problem, desired solution, etc. Each group is responsible for producing a summary of the policy position paper by three products: a brief paper, a flyer, and a speech. Each product will concisely illustrate the problem, the current policy, and the policy solution proposed by the group. Each product will be a group effort and each group will receive a collective grade.

Group Project Instructions: There are three products of the group project:

Product #1: TWO PAGE BRIEF REPORT BASED ON THE CDC FRAMEWORK (60 points)

Using bullet-points, please provide a 2 to 3-page brief report responding to the elements outlined in the CDC Policy Analysis Framework (an example will be provided to you). See below for specific components and points.

- 1) Identify the Problem or Issue: What is the specific problem you have identified? How do you know a problem exists? Using research and relevant data, define the problem. State what the current policy is. Some pertinent questions:
 - a. How do you know it is a problem?
 - b. How many people are affected?
 - c. How often does the problem occur? Or what causes the problem? How serious is it?
 - d. Who does it affect? Specific populations/groups?

- 2) Policy Analysis: Identify and describe policy alternatives and options. What are the alternatives that are possible? Make sure that there are at least two alternatives and that they are feasible (both financially and politically).
 - a. Assess Policy Options
 - i. Using pages 6 -8 of the CDC Policy Analysis framework, discuss the impact, feasibility and economic impacts of your policy alternative.
 - ii. See Table 2: Policy Analysis Chart. Complete the chart on the policy options and attach to your 2-page summary.
 - b. Prioritize policy options. Of the alternatives discussed, choose one option that might be superior to the others. Provide information on your decision making – why this choice? What makes it the best alternative?

- 3) Strategy and Policy Development. Discuss your strategy for gathering support for your policy alternative. Who might be supportive; who against. How would you go about promoting your policy alternative?
 - a. List potential supporters and opponents of your campaign: Who cares about this issue enough to oppose your campaign? Who can support the plan? Take into consideration the following questions (which will need to be discussed during the class presentation):
 - b. Who (what groups/individuals) will be in support? In opposition? Why?
 - c. How strong are they? *What power do they have to influence the outcome?
Is there more power in support or opposition?

- 4) What may be the ‘unintended’ consequence of your policy alternative?
Think of potential unintended consequences that may result from proposed policy. How will you address the potential consequence that may result?

Product #2: FLYER (20 points). Come up with a hand-out that you would distribute at a rally to support your cause. You should design the hand-out together; Outside students can email the hand-outs to Dr. Comartin and she will make sure to print them out and make enough copies for the entire class. The flyer is intended to impart information to people who may not be aware of the issue and your goal is to educate them and persuade them to support your policy alternative in a brief 1-page flyer.

Product #3: SPEECH and PRESENTATION (20 points). On behalf of your group, please prepare a statement summarizing for the public the problem, policy, and the solution you are proposing. As persuasively as you can, communicate why the audience should support the goals of this campaign. Keep in mind that this statement needs to appeal to the broadest range of people possible. Remember that you can appeal to the heart as well as to the head! This should be written in the form of an editorial/speech that one member of your group would deliver. Each group will have to present its projects on the last day of class. Everyone in your group needs to take a role in preparing some part of your project. Each group will have 3-5 minutes for your presentation so you must be well-organized.

Please hand in all of your written work (2-page brief report, flyer, and speech) to Dr. Comartin on the day it is due.

III. Final Paper (100 pts):

In lieu of a final exam, a final paper of approximately 8-10 pages in length, typed, double-spaced for Outside students and 16-20 pages in length, hand-written, double-spaced (every other line) for Inside students, will be required. The final paper is an individual effort. The final paper is an opportunity for you to pull together the entire experience of the semester, reflect on your own process (and that of the group), and further analyze the issues that were addressed. A minimum of ten citations will be required in the final paper. The final paper will be due on the last day class will be held. Additional guidelines for preparing this last, integrative product will be handed out during semester. **IF YOU DO NOT SUBMIT A FINAL PAPER BY THE DEADLINE, YOU WILL NOT PASS THE CLASS.**

The final paper involves two primary dimensions: Process and Content of the course. Your general task is to consider the entire experience shared by the class over the past semester and write about, in detail, several observations of your experience. In this paper you will explain and analyze what you learned this semester.

Dimension One: Process

In the first part of the paper, specifically focus on the following issues (you may do these items in any order):

- 1) the *group dynamics* (in themselves) and how/whether these dynamics seemed to change over the course of the semester -- and why
- 2) your own *individual process*, including your participation in the class, as well as your reflections on and feelings about the whole experience -- note any shifts that may have taken place in how you look at things; be sure to explain the effect that this experience has had on you
- 3) *perceptions of others* and how these perceptions might have changed (for example, your perceptions about other individuals, as well as their perceptions of you)
- 4) Outside students only: your observations about *prison life*, both from our discussions and from going in and out of the facility on a weekly basis

Dimension Two (has two parts): Content

Part I: During the semester we examined the impact of policies associated with mental health, immigration and detention, and violence on criminality and the criminal justice system. Supported by the assigned readings, explain what you have come to understand about each one. Focus especially on new dimensions of the topic that you have come to realize through the course discussions and/or the readings. Focus on new aspects that you learned regarding the topic and provide evidence to back up your claim.

Part II: For your final project, you were put into groups to explore different policy areas. Discuss – at some length – at least three important points that you think are important to convey to others that you learned regarding your group project. Be sure, as with all of Section Two, to tie in quotes from the readings for each of the issues you discuss.

Specifications of the Paper:

You must incorporate at least 10 citations from the readings in the content portion of the paper (Section Two). Please take your time planning and writing this paper so that the result has the depth that it deserves. Provide **a short introduction and conclusion.**

The paper will have five parts:

- 1) Short Introduction (5 pts)
- 2) Section One – Process (focus on the class group and discuss the interactions, your feelings about the course) (40 pts)
- 3) Section Two, Part I -- Content (All Course Topics) (20 pts)
- 4) Section Two, Part II -- Content (Group Project specifically) (30 pts)
- 5) Short Conclusion (5 pts)

IV. Participation: It is very important that each member of the class fully participate in discussions. The Inside-Out class, most of which will be held at DRC, is dialogue-based and highly interactive. A group of students will meet for a weekly seminar through which we will explore social policy issues. Given the unique nature of this class, it is **IMPERATIVE** that each student attends and fully participates in every session: Note that one-fifth of your grade is based on **ACTIVE** participation. Since we clarified scheduling issues prior to your signing up for the class, there should be no problems with attendance. If, due to both **SERIOUS** and **VERIFIABLE** circumstances, you will be unable to attend one of the sessions, you **MUST CONTACT ME IN ADVANCE**. Any absence will change the dynamics of the group, as well as disappoint those who will be participating in the program. This is a special program that will take special effort on the part of each of us.

Active participation is key to this process. As a group, we will be discussing many issues, some of which may be controversial in nature. We are all challenged to speak up and say what we think, even if it is not a popular point of view. For this experience to be the real educational opportunity, we each have to take responsibility for the direction and depth of the discussion. Also, while listening is vitally important and necessary to this process, sitting back to **JUST LISTEN** is not acceptable. Everyone must be fully involved for this to work. Conversely, we are a group – and those who ‘dominate’ the dialogue and do not allow for the involvement of others, also disrupt the potential of the group.

SAYING NOTHING IS EQUIVALENT TO SAYING TOO MUCH. Participation grades will be given during each of the sessions and will be based upon the following:

1. Attempt to engage (i.e. raising hand)
2. Making Contributions to the group discussions:
 - a. Respectful comments (i.e., using 'I' statements rather than 'you' statements)
 - b. Time appropriate (i.e. if you speak, be mindful of others who are trying to engage, keep remarks brief and focused on the content)
3. Silence when appropriate (listening)

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