

**THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number: SW323K

Unique Number: 60540

Semester: Spring 2019

Meeting Time/Place: T/TH

2:00 pm – 3:30 pm
SSW 2.130

Instructor: Robert Ambrosino, Ph.D.

Robert.ambrosino@utexas.edu

Office: 3.104A

Office Phone: (210) 268-9043

Office Hours: T/W/TH 12:30 pm – 1:30 pm
and by appointment

SOCIAL WELFARE PROGRAMS, POLICIES AND ISSUES

Independent Inquiry Flag, Writing Flag

I. STANDARDIZED COURSE DESCRIPTION

This course is the second course in the social policy curriculum area. Prerequisites include Government 310L and 312L (or their equivalents), an introductory economics course, and admission to the social work major. This course is designed to provide students with the ability to analyze contemporary social welfare policy issues and programs and to understand the relationship between social policy and social work practice. The course focuses on the historical, political, economic, and other social conditions that influence policy development in the United States. Specific policy areas that are discussed are those in which social workers play major roles: income maintenance (with a focus on social insurance and public assistance), health, mental health, child welfare, and aging. Policy issues and programs are addressed as they affect majority groups as well as populations at risk (e.g., children, people of color, people with disabilities, women, LGBTs) with a particular emphasis on social and economic justice. Students learn to use policy analysis tools in order to understand how policy influences practice and planning decisions and how social workers can influence social welfare policy.

This course carries the Independent Inquiry flag. Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

II. COURSE OBJECTIVES

Upon completion of this course students will be able to:

1. Understand significant historical events and persons that influenced the field of social work and social welfare policy.
2. Analyze the connections between the history and contemporary structures of social policy.
3. Understand the impact of economics, politics, and social values on the identification of social problems and policy formation in the United States and the ways that issues of diversity (such as culture, class, gender, physical or mental ability, sexual orientation, and age) have been addressed.
4. Apply conceptual frameworks for analyzing the development of social welfare policy.
5. Define key concepts in social welfare policy (e.g., universal, residual, public assistance, social insurance, cash, in-kind).
6. Understand the major policies that form the foundation of social welfare policy in the U.S.
7. Apply relevant research frameworks for evaluating the effects of social welfare policy on national, state, and local populations and economically vulnerable subgroups.
8. Analyze the impact of social welfare policy in terms of social and economic justice and the promotion of social work values.
9. Discuss trends in comparative international social welfare policy.
10. Understand roles social workers play in the formation of social policy and the effects of social policies on social work practice.
11. Exercise policy advocacy skills at the legislative and organizational levels.

EPAS Competencies

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 5: Engage in policy practice

Outcome 5.1: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

Outcome 5.2: Assess how social welfare and economic policies impact the delivery of and access to social services

Outcome 5.3: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

III. TEACHING METHODS

This course is designed to provide students with a meaningful learning environment through use of multiple methods of instruction (e.g. discussion, lecture, and group exercises). Experiential learning (e.g. service learning, role playing, & active learning) will be emphasized. Students are expected to complete assigned readings *prior* to each class period and actively participate in

class. Class attendance and participation are required and essential for successful completion of this course.

Canvas will be used for communication between students and the instructor. Some materials, grades, and attendance will also be posted online. The class Canvas site can be accessed at <http://courses.utexas.edu> or the Social Work web page (requires Internet connection and computer UT EID and password). The Help Desk available through the UT home page (www.utexas.edu/its/help) or at 475-9400 is available to assist students with Canvas-related questions. Students can access computers through the Learning Resource Center located on the first floor of the social work building.

IV. REQUIRED TEXTS AND MATERIALS

Jansson, B. (2018). *Becoming an effective policy advocate* (8th edition). Boston, MA: Brooks-Cole Cengage Learning.

Stevenson, B. (2015). *Just mercy*. New York, NY: Spiegel & Grau (Random House).

Gonzales, R. (2016). *Lives in limbo: Undocumented and coming of age in America*. Oakland, CA: University of California Press.

Additional reading material will be posted on the course Canvas site throughout the semester.

V. COURSE REQUIREMENTS

Assignment #1 – Policy analysis (30% of course grade)

This assignment is intended to demonstrate that students have mastered identified competencies and practice behaviors covered in this course as well as meet the course's writing and independent inquiry flags. Students will examine the historical antecedents of an important contemporary social welfare policy, analyze the impact of those antecedents on the current and future direction of that policy, and make recommendations for policy changes and strategies to achieve them. The analysis will be developed in two (2) installments. Each installment will be given a grade and suggestions for revision; the final paper will be a composite of both installments (as revised).

The policy analysis assignment also includes completion of a policy brief, newspaper opinion editorial (op-ed), and mock legislative testimony (instructions for completing these assignments are shown below).

The policy analysis should contain the following content:

Installment I

Background and description of problem/issue

- Importance and relevance of the problem/issue to the development of social welfare policy
- Nature and scope of problem/issue (be sure to include relevant statistics)
- Population(s) affected by the problem/issue and in what ways
- Known or suspected causes of the problem/issue

Historical background of problem/issue

- Historical roots of the problem/issue
- Value premises or ideological assumptions that underlie the problem/issue and how these have changed over time
- Key events in history that have had an impact on the problem/issue
- Major stakeholders throughout history that had an impact on the problem/issue and the role(s) played by each stakeholder

This section of the paper should address the *entire* spectrum of history, from the time the problem/issue was first articulated, to the present.

Installment II

Analysis of the problem/issue

- Major themes that emerged from the historical background information determined above.
- Factors that appear to be most salient or important in shaping public opinion about problem/issue over time
- Major legislation passed to address the problem/issue over time, degree to which the legislation has been just and democratic, extent to which the goals of the legislation have been just and democratic, and extent to which the legislation contributed to greater social and economic justice

Conclusions

- Conclusions reached about the problem/issue
- Role(s) social workers might play in ameliorating the problem/issue in the future
- Your thoughts about whether the problem/issue can ever be resolved to the satisfaction of all those that have a stake in it
- Your thoughts about whether society in general has an obligation to help resolve the problem/issue

Recommendations

- Recommendations you have for addressing the problem/issue in the future
- Strategies you would employ to get people to “think outside the box” about the problem/issue

- List three examples of how you as a professional social worker would bring about change that will have a positive impact on the problem/issue in the future

Bibliographic References

The paper must include *no fewer than twenty* bibliographic references, including scholarly works.

The student's proposed policy analysis topic is due on **January 29**. The topic must be approved by the course instructor *prior* to the student beginning this assignment.

Installment I and Installment II are due on **February 26** and **March 28**, respectively. The final (revised) version of both installments is due on **May 9** (last day of class).

Assignment #2 – policy brief (20% of course grade)

For this assignment, students will prepare a policy brief derived from the policy analysis described above. The policy brief is an important tool used by policy advocates to convince policymakers to take a specific course of action. Simply said, a policy brief is a **succinct** presentation of a problem or issue, its context and recommended action(s).

A good policy brief is clearly written, well-documented, compelling, to the point, speaks to implications of failure to act, includes visuals as well as text, and contains a specific call to action.

The policy brief completed for this assignment will include the following information:

1. Title
2. Executive summary (brief description of problem/issue, why action is needed, and recommended action(s))
3. Context/importance of problem/issue:
 - Description of problem/issue
 - Population impacted by problem/
 - Root cause(s) of problem/issue
 - Consequences of failing to take action
4. Critique of policy options:
 - Actions taken to date and why a new solution to the problem/issue is needed
 - Available options for addressing problem/issue
5. Recommended action(s)
6. References/sources of information

Additional guidance on completing the policy brief will be provided in class. Sample policy briefs will be posted on the course Canvas site.

The draft policy brief is due on **April 23**. The revised policy brief is due on **May 9** (last day of class).

Assignment #3– Opinion editorial (20% of course grade)

Students will develop and submit for publication an opinion editorial (op-ed) of between 500 and 750 words related to the problem/issue addressed by their policy analysis. Op-eds are short commentary pieces that provide an effective way to communicate advocacy-related messages directly to target audiences. Op-eds appear daily in almost every newspaper and usually address current issues, express a viewpoint, and frequently offer solutions to address those issues. An op-ed is a way to raise awareness among decision makers, opinion leaders and fellow citizens about important social welfare policy issues. Students will familiarize themselves with how to draft an effective op-ed as well as how to evaluate a published op-ed.

Additional guidance on how to develop an opinion editorial will be provided in class. Written examples of op-ed pieces will be posted on the course Canvas site.

The date for submitting the draft op-ed is **April 4**; the date for submitting the final revised op-ed is **April 11**.

Assignment #4 – book analyses (20% of course grade)

Each student will be read both the *Just Mercy* book by Brian Stevenson and the *Lives in Limbo* book by Roberto Gonzales address the following content for each book.

- Give a brief overview of the book and the author's perspective on the issue/problem
- Identify the social welfare policy issue/problem addressed. How is this issue/problem defined? Who is impacted and in what ways?
- How has this issue/problem been addressed historically?
- What values perspectives, beliefs, and frameworks can be used to understand this issue/problem?
- Discuss this social welfare issue/problem from the perspectives of power, privilege, oppression, and marginalization. Who has the power to implement changes so this issue/problem is reduced or eradicated?
- What is the public reaction to this issue/problem?
- If you ruled the world, what policy or policies would you put in place to address this issue/problem? Justify your choice(s)
- Identify at least *five* specific actions a social work advocate can play to address this issue/problem

The due date for the *Just Mercy* book analysis is **February 14**. The due date for the *Lives in Limbo* book analysis is **March 12**.

Assignment #5 – mock testimony (10% of final course grade)

The ability to provide testimony to some policymaking body such as a board of education, city council or legislative committee is an essential skill for any policy advocate. Such testimony is intended to influence decisions (hopefully in a positive way) that impact the lives of clients and client systems served by the professional social work community. Students will develop mock testimony of *no more than 5 minutes* that relates to the problem/issue addressed by their policy analysis. Guidance on completing the testimony will be provided in class. Both a testimony template and sample testimonies will be posted on the course Canvas site.

Each student will present their testimony to other members of the class who will critique the testimony using a format provided by the course instructor. Mock testimonies will be presented on **April 25** and **April 30**.

A summary of course assignments is contained in the following table.

Assignment		Due Date	% of Course Grade
1	Policy analysis	↓	30%
	Proposed topic	1/29	
	Installment I (draft)	2/26	
	Installment II (draft)	3/28	
	Installment I + Installment II (revised)	5/9	
2	Policy brief	↓	20%
	Draft	4/23	
	Revised	5/9	
3	Opinion editorial (op-ed)	↓	20%
	Draft	4/4	
	Final	4/11	
4	Book analyses	↓	20%
	<i>Just Mercy</i>	2/14	
	<i>Lives in Limbo</i>	3/12	
5	Mock testimony	4/25 4/30	10%
	Total		100%

VI. GRADES

The following distribution will be used to assign grades in this course:

94.0 - 99.999	A	74.0 - 76.999	C
90.0 - 93.999	A-	70.0 - 73.999	C-
87.0 - 89.999	B+	67.0 - 69.999	D+
84.0 - 86.999	B	64.0 - 66.999	D
80.0 - 83.999	B-	60.0 - 63.999	D-
77.0 - 79.999	C+	Below 60	F

VII. CLASS POLICIES

Conduct and Civility: Social work students adhere to the Student Standards for Professional Conduct of the *NASW Code of Ethics* and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog.

Readings and Preparatory Assignments: Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class, online, and through assignments that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class. Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussion.

Professional Communication and Interactions: Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context in which it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable.

Electronic Devices: All communication devices should be turned off or placed on silent mode and put away during class. Unless laptops are required for specific class sessions, students may

not use laptops during class without prior permission from the professor. Grade is negatively impacted by student's failure to comply with this policy.

Class Attendance Policy: Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Attendance is defined as students' attentive physical presence in class for the entire class. Establishing a pattern of late arrivals and early departures will negatively affect your grade. A pattern is considered three or more late arrivals and early departures during the semester. Late arrivals and early departures are defined as student arriving 10 minutes after class starting or prior to class ending. Missing more than two classes may result in loss of a letter grade. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

Class attendance will be taken at the *beginning* of the class throughout the semester. It is the students' responsibility to ensure that they have signed the attendance sheet. Students who attend at least 90% of classes will receive 2 "bonus points" to be added to the student's point total for the course. Any student caught signing an attendance sheet for a missing classmate will be referred to the Dean of Students for disciplinary action.

A student who misses more than 3 classes without a valid, verifiable excuse will be subject to a penalty of *one letter grade*. For example, a student who misses 4 classes without a valid and verifiable excuse and whose grade based on course assignments is an "A", will receive a final grade of "B" in the course.

Assignments and Grades: Assignments should be turned in online on the date they are due barring serious, unforeseen medical illness or family emergencies. Penalties for late assignments will factor into the grade achieved for the assignment.

Writing Style: The *Publication Manual of the American Psychological Association Sixth Edition* (APA) is the style manual to be used by all students in this course. The manual is available at the library or for purchase at the UT Co-op.

Use of Canvas: The professor uses Canvas Web-based course management /collective workspace. An orientation will be given the first day of class. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, and campus and public libraries.

Course Modification: To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications will be posted to Canvas. Students should check their email frequently. Note that some of the

links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

VIII. UNIVERSITY POLICIES

The University of Texas Honor Code. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional Conduct and Civility in the Classroom. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

Unanticipated Distress. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

Policy on Social Media and Professional Communication. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be

perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

Policy on Scholastic Dishonesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

Use of Course Materials. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

Documented Disability Statement. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The

student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

Religious Holidays. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Title IX Reporting. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

Campus Carry Policy. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

Classroom Confidentiality. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

Use of E-mail for Official Correspondence to Students. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT

Austin’s policies and instructions for updating their e-mail address at <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

Safety. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Behavior Concerns Advice Line (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Emergency Evacuation Policy. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made.

Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.
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IX. COURSE SCHEDULE (Revised due to weather closure on 1/16)

Date	Topic	Readings	Assignment(s)
Jan			
22	<ul style="list-style-type: none"> ▪ Introductions ▪ Review of course assignments ▪ Most pressing social welfare policy issue 	No readings	
24	<ul style="list-style-type: none"> ▪ View and discuss <i>The Many Faces of Texas</i> ▪ Becoming a motivated policy advocate 	<u>Chapters 1 and 2</u> of course text	<ul style="list-style-type: none"> ▪ <i>My policy advocacy toolbox</i> (in-class exercise)

Date	Topic	Readings	Assignment(s)
	<ul style="list-style-type: none"> ▪ The policy advocacy toolbox 		
29	<ul style="list-style-type: none"> ▪ Preparing a policy brief ▪ Finding and tracking legislation 	<p><u>Chapter 8</u> of course text Sample policy briefs posted on Canvas</p>	<ul style="list-style-type: none"> ▪ Policy analysis topic due
31	<ul style="list-style-type: none"> ▪ Policy advocacy skills and competencies 	<p><u>Chapter 3</u> of course text</p>	<ul style="list-style-type: none"> ▪ <i>My policy action hero</i> (in-class exercise)
Feb			
5	<ul style="list-style-type: none"> ▪ Continuation of topics from previous class 		
7	Lab day	Work on written assignments	
12	<ul style="list-style-type: none"> ▪ Analyzing problems is the first step of policy analysis 	<p><u>Chapter 7</u> of course text</p>	
14	<ul style="list-style-type: none"> ▪ What is branding and how does it relate to policy advocacy? 	<p><u>Canvas</u> Examples of policy advocacy campaign brands YouTube clips depicting commercial branding campaigns</p>	<ul style="list-style-type: none"> ▪ Just Mercy book analysis due
19	<ul style="list-style-type: none"> ▪ Continuation of topics from previous class 	No readings	<ul style="list-style-type: none"> ▪ <i>My policy advocacy campaign</i> (in-class exercise)
21	View and discuss a legislative hearing	No readings	
26	<ul style="list-style-type: none"> ▪ Importance of collaboration in developing and implementing a policy advocacy campaign 	<p><u>Canvas</u> Various materials related to inter-professional collaboration</p>	<ul style="list-style-type: none"> ▪ Installment I of policy analysis due
28	<ul style="list-style-type: none"> ▪ Using a logic model in policy advocacy 	<p><u>Canvas</u> <i>Logic Model Development Guide</i></p>	<ul style="list-style-type: none"> ▪ <i>My logic model</i> (in-class exercise)
Mar			
5	<ul style="list-style-type: none"> ▪ How a bill becomes a law 	<p><u>Canvas</u> Selected materials from the Texas Legislative Library <i>I'm Just a Bill</i></p>	
7	Lab day	Work on written assignments	
12	<ul style="list-style-type: none"> ▪ Stakeholder identification and relationship building ▪ Creating a stakeholder 	<p><u>Canvas</u> Sample stakeholder plan</p>	<ul style="list-style-type: none"> ▪ My stakeholder involvement plan (in-class exercise) ▪ Lives in Limbo

Date	Topic	Readings	Assignment(s)
	involvement plan		book analysis due
14	▪ Developing a Legislative Appropriations Request or LAR	<u>Canvas</u> Sample LAR from Texas state agency	
19	Spring break – No class		
21	Spring break – No class		
26	▪ Policy advocacy in the global arena	<u>Chapter 5</u> of course text	
28	▪ Understanding the ecology of policy in the government, electoral, community, and agency settings	<u>Chapter 4</u> of course text	▪ Installment II of policy analysis due
Apr			
2	Lab day	Work on written assignments	
4	▪ Power tools of policy advocacy	<u>Chapter 10</u> of course text	▪ Draft opinion editorial (op-ed) due (returned to student with comments to on April 8)
9	▪ Developing political strategy and putting it into action	<u>Chapter 11</u> of course text	
11	▪ Presenting and defending policy proposals	<u>Chapter 9</u> of course text	▪ Revised opinion editorial (op-ed) due
16	▪ Importance of public speaking skills	<u>Canvas</u> Excerpts on <i>I Can See You Naked</i>	▪ Practice public speaking skills
18	▪ Continuation of topics from previous class		
23	▪ Providing testimony to policy-making bodies	<u>Canvas</u> Sample testimony	▪ Draft policy brief due
25	▪ Providing testimony to policy-making bodies		▪ Mock testimony Presentations
30	▪ Providing testimony to policy-making bodies		▪ Mock testimony presentations
May			
2	Lab day	Work on final written assignments	

Date	Topic	Readings	Assignment(s)
7	Special topics in social policy analysis (to be announced)		
9	<ul style="list-style-type: none"> ▪ Last day of class ▪ Policy action forecast ▪ Celebrate our accomplishments 		<ul style="list-style-type: none"> ■ <u>Installment I + II (revised)</u> ■ Final policy brief due

X. BIBLIOGRAPHY

Additional readings

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- Birkland, T.A. (2015). *An introduction to the policy process: Theories, concepts, and models of public policy making* (4th edition). Florence, KY: Routledge.
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Suggested websites

Brookings Institution www.brook.edu
Center for the Study of Social Policy <http://www.cssp.org>
Center on Budget and Policy Priorities www.cbpp.org
Center for Law and Social Policy www.clasp.org
Center for Research on Child Well-being <http://crcw.princeton.edu>
Children's Defense Fund www.childrensdefense.org
Child Welfare Information Gateway <https://www.childwelfare.gov/>
Kaiser Family Foundation www.kff.org
Institute for Research on Poverty www.ssc.wisc.edu/irp
Manpower Demonstration Research Corporation www.mdrc.org
Mathematica Policy Research www.mathematica-mpr.com/
National Association of Social Workers/Texas Chapter <http://www.naswtx.org/>
National Association of Social Workers <http://www.socialworkers.org/>
National Indian Child Welfare Association (NICWA) www.nicwa.org
Pew Hispanic Center <http://www.pewhispanic.org>
RAND Center for the Study of Social Welfare Policy <http://www.rand.org/>
Urban Institute www.urban.org

Texas Policy Advocacy Research Organizations and Resources

Center for Public Policy Priorities <http://forabettertexas.org/>
Texas Legislative Reference Library <http://www.lrl.state.tx.us/index.cfm>
Texas House Research Organization <http://www.hro.house.state.tx.us/>
Texas Senate Research Center <http://www.senate.state.tx.us/src.php>

Federal Government sites

U.S. Census Bureau www.census.gov
Congressional Budget Office www.cbo.gov
Bureau of Labor Statistics www.bls.gov
United States House of Representatives <http://www.house.gov/>
United States Senate <http://www.senate.gov/>
Find a bill or law <http://congress.gov>