

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

Course Number:	SW 382R	Instructor:	Shetal Vohra-Gupta
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Semester:	Spring 2019	Office:	3.116D
Meeting Time/Place:	Tuesdays	Office Phone:	512-232-2701
	5:30pm-8:30pm	Office Hours:	Tuesdays 11am to 1pm or
	Room 2.118		by appointment

SOCIAL POLICY ANALYSIS AND SOCIAL PROBLEMS

I. STANDARDIZED COURSE DESCRIPTION

This course critically examines, from both historical and current perspectives, the overall structure of the American social welfare system with a focus on the disproportionate social, economic and political problems of vulnerable populations. The course also considers the parallel historical development of the profession of social work, including the ways in which it responded to social problems across key periods of social welfare policy development.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Understand the dominant historical themes that have shaped social welfare policy in the United States;
2. Understand the economic and political constraints and opportunities in the development of social welfare problems and policies;
3. Understand the relationship between the history of the social work profession and the development of social welfare policy;
4. Apply social work values to critically analyze social problems;
5. Gain knowledge and skills as a background for analyzing major policies that form the foundation of social welfare and analyze organizational, local, state, national and international issues in social welfare policy and social service delivery;
6. Understand social welfare policy arenas impacting service delivery, social work practice, and attainment of individual and social well-being;
7. Understand how social policies differentially affect diverse populations in American society;
8. Gain knowledge of the roles and responsibilities of social workers in the policy process, including advocacy, leadership, research, and community organizing, with the goal of promoting and advocating for social and economic justice through both organizational and social change

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 engaged in ongoing curriculum assessment to demonstrate compliance with CSWE's Educational 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 incorporate a variety of teaching methods, including interactive lectures, experiential group activities, reading assignments, and audiovisual material to help students understand the development of social welfare policy and its analysis and to demonstrate this knowledge in class discussions, written assignments, and presentations.

IV. REQUIRED TEXT AND MATERIALS

Segal, Elizabeth. (2016). Social welfare policy and social programs: A values perspective (4th edition). Boston, MA: Brooks-Cole Cengage Learning

Supplemental readings provided through canvas from the following books:

- Stone, D. (2012). Policy Paradox. New York, NY: W.W Norton and Company.
- Warde, B. (2017). Inequality in U.S. Social Policy: An historical analysis. New York, NY: Taylor and Francis.
- Critical Race Theory: Key writings that formed the movement
- Shafir, E. (2013). The Behavioral Foundations of Public Policy. Princeton, NJ: Princeton University Press.
- Rothstein, R. (2017). The color of law. New York, NY: Liveright Publishing.
- Collins, J. and Mayer, V. (2010). Both hands tied: Welfare reform and the race to the bottom in the low-wage labor market. Chicago, IL: The University of Chicago Press

V. COURSE REQUIREMENTS

- 1) Auto Ethnographic papers (10 points)

In this assignment you are asked to write an auto-ethnographic paper describing both your own positionality and your personal relationship to policy. More specifically describe the areas of your identity that shape your world view or how you perceive things. Then describe any policy issues or interests that have impacted you in your life. You may address policy broadly or you might have a specific policy or policy issue in mind.

- 2 pages double spaced
- Written in the first person
- Must have a policy or set of policies

Your grade will be evaluated based on your ability to communicate your description of your identity and your discussion of the relationship between your identity and the policy issue(s) you choose to discuss.

- 2) Op-Ed/Advocacy Project (20 Points)

Students will team up (instructor will assign triads) with classmates to develop and submit an Opinion Editorial related to problems, issues, programs, policies and other material covered in class. Opinion editorials, or "op-eds," are short commentary pieces. An op-ed is an excellent way to communicate your messages, directly and unfiltered, to target audiences. Op-Eds can be very useful tools for advocates to get your message out. Op-eds appear each day in almost every newspaper and usually weigh in on current issues, express a viewpoint, and frequently offer solutions to address those issues. Op-eds are a great advocacy tool and a way to raise awareness about important social justice, social welfare and social policy issues. If they are printed, they are read by decision makers, opinion leaders and fellow citizens.

The team of three students will familiarize themselves with the relevant materials on how to draft an op-ed. These materials are located in a folder titled "Op-Ed" on Canvas. Time in class will be dedicated to teaching you how to write an op-ed piece, writing the op-ed and presenting it to the class. Students are required to complete the one *page Key Aspects of an Effective Op-Ed* form comparing published op-ed pieces on and 10/10 and 10/17.

Requirements:

- The op-ed should be between 500 to 750 words, single spaced, and 1 and half pages long.
- Identify a clearly defined topic and theme.

Criteria for Evaluation:

- √ Clarity and timely completion of the assignment.
- √ Provide a hard copy of the email sent to the editor.

3) Social issue and policy analysis paper and presentation (40 points)

Each student must select a current or recent social policy or court decision that has differential effects by race, ethnicity, gender, identity, or orientation characteristics. The policy must have been proposed by a legislative body – state or federal. A complex of policies and court decisions will also meet the requirement. Based on an in-depth review of the policy or court decision, the work must result in a critical paper. The paper must examine how the policy effects one or more marginalized populations or groups. Topics should be selected within the first three weeks of class and discussed with the instructor. A general outline for the major course paper is below.

The course paper is the student's opportunity to expand their knowledge of a specific social policy or court case and its effects in the area of their interest during the course. It is best to build on the prior briefs and readings that have been done in the area of choice rather than focus the paper on an entirely new area.

The expected maximum length of the paper is less than 10 pages. However, the instructor will read and evaluate any papers that exceed that length. The focus of the paper must be in one of the areas of the course and correspond [generally] to the following outline. You can adjust the outline to fit your particular interests.

- a. Introduction – (Why did you select this policy?) Policy Title/Name
- b. Statement of the problem(s) addressed by the policy

- c. Scope, dimensions, and current data about the problem
- d. History of the policy – prior policies & cases
- e. Review of the literature – could focus on the problem and policy
- f. [optional] Content [descriptive] analysis of the policy using any method of your choice
- g. Critical analysis of the policy –
 - (1) What are the strengths and weakness of the policy?
 - (2) Any development or implementation issues?
 - (3) Any unexpected outcomes?
 - (4) How does the policy address social justice issues, i.e. Does this policy fairly apply to the public regardless of gender, ethnicity, poverty, age, disabilities, or sexual orientation?
 - (5) Recommendations for change/improvement in the policy
 - (6) Bibliography

VI. GRADES

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

VII. CLASS POLICIES

- Attendance is mandatory. More than 1 absence will decrease course points by 5% each additional absence;
- Verbal participation in class is expected, encouraged, and respected;
- Reading of materials should be done prior to each class meeting;
- The university honor code is to be used;
- Assignment must be typed, double spaced, with font size of 12;
- Be on time for each class and remain for the full period;
- Changes in the course schedule or assignments may be necessary;
- Opinions expressed by all students will be heard and respected;
- Offer and use feedback to strengthen skills;
- Maintain professional standards in all phases of the course;
- Independent thinking, creativity, and intellectual risk taking are encouraged;
- Students with a disability who require reasonable accommodations to insure their participation should contact the instructors at the beginning of the course;
- Any assignment that is turned in past the deadline will be accepted but reduced by 10% of points earned;

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. 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 <http://www.utexas.edu/its/policies/emailnotify.php>.

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.

IX. COURSE SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Assignment Due</u>	<u>Readings</u>
1/22	<p>What is social policy?</p> <p>Key populations: Race, ethnicity, gender Policy dilemmas</p> <p>Key concepts and terms</p>		<p>Segal, Ch 1</p> <p>Stone, Introduction</p>
1/29	<p>History of social policy development?</p> <p>Examining race and gender in the development of social policy</p> <p>Nature of implicit bias- Implications for social policy</p>		<p>Segal Ch 2</p> <p>Shafir, Intro and chapter 1</p> <p>Smedley et al, "Race as Biology Is Fiction, Racism as a Social Problem Is Real"</p> <p>Cheryl Hines article: "Whiteness as property"</p>
2/5	<p>Life of a bill Policy Goals Texas Legislature How language of policies and law impact discrimination?</p> <p>Nature of implicit bias- Implications for social policy</p> <p>Texas constitution</p> <p>Forms of social welfare assistance</p>	<p><i>Auto-Ethnographic Papers due</i></p>	<p>Shafir, Intro and chapter 1</p> <p>Warde, Ch 3</p> <p>Segal, Ch 4</p>
2/12	<p>Education policy and inequality</p> <p>Plessy vs Ferguson; Brown vs. Board of Education; Fisher vs UT Austin</p>	<p><i>Watch Documentary: Separate and Unequal</i></p>	<p>Plessy v. Ferguson case file, Brown v. Board of Education case file,</p>

	<p>Native American Boarding Schools, The Mariam Report, Slavery and Education; Affirmative Action; No Child Left Behind; School discipline</p> <p>The policy process</p>		<p>Derrick Bell article: “Brown vs Board of Education and Interest Convergence”</p> <p>Stone Ch 2: Equity</p>
2/19	<p>Health policy and health care policy</p> <p>The policy process, cont.</p> <p>Health in all policies</p> <p>Social determinants of health; ACA,</p> <p>What is policy analysis? Purpose and benefit of policy analysis</p>		<p>Health in all policies</p> <p>Warde, Ch 4</p> <p>Segal ch 12</p> <p>Braveman, P and Woolf, S. “Where health disparities begin: The role of social and economic determinants”</p> <p>Atul Gawande: Is Healthcare a Human right?; The Cost Conundrum</p>
2/26	<p>Housing policy and segregation</p> <p>Racial zoning laws,</p> <p>Into to Policy analysis Frameworks</p>		<p>The color of law</p> <p>Cheryl Hines article: “Whiteness as property”</p>
3/5	<p>Poverty and Income</p> <p>Anti poverty policies, minimum wage, family leave policies, TANF, EITC,</p> <p>Gendered Policy analysis framework</p>	<i>Op-ed Due</i>	<p>Segal Ch 7 and Ch 8</p> <p>Warde Ch 8</p> <p>Shafir Ch 16</p> <p>McPhail article</p>
3/12	<p>Social welfare policy</p> <p>Critical Race policy analysis framework</p>		<p>Warde, Ch 6</p> <p>Stone Ch 4: Welfare</p>

3/19	Spring Break		
3/26	Civil rights Voting rights act,		Segal Ch 6
4/2	Criminal Justice policies	<i>Watch Documentary: 13th</i>	Warde, Ch 10 Shafir, Part 3
4/9	Women's rights policies Women's health policies, reproductive rights, violence against women act		Stone Ch 5: Liberties
4/16	Immigration		Warde, ch 5 Stone Ch 6: Security
4/23	Food Policy		TBD
4/30	Presentations		
5/7	Presentations	<i>Final paper and presentation due</i>	

IX. BIBLIOGRAPHY

A) Online sources for locating policies

<http://academic.udayton.edu/vernelliarandall/>

<http://thomas.loc.gov/home/thomas.php>

<http://www.law.cornell.edu/search/index.html>

http://statelaws.findlaw.com/texas-law/?DCMP=GOO-LAW_General-StatesPhrase&HBX_PK=Texas+Constitution

<http://www.legis.state.tx.us/billlookup/billnumber.aspx>

[ber.aspx](http://www.legis.state.tx.us/billlookup/billnumber.aspx)

Legislation (previous laws):

<http://thomas.loc.gov/home/bdquery.html>

Executive Office of the President: <http://www.whitehouse.gov/www.govtrack.us/congress/bills>

<http://www.senate.gov/>

<http://www.house.gov/>

<http://www.loc.gov/law/help/guide/federal.php>

Legislation(copies of historical laws):

<http://memory.loc.gov/ammem/help/constRedir.html>

http://racism.org/index.php?option=com_content&view=article&id=306:aspi0201&catid=64:asian-and-pacific-americans&Itemid=235

B) Examples of Policies

Americans with Disabilities Act
Affordable Care Act
Breast Cancer Treatment Act
Chinese Exclusion Act 1870
Civil Rights Act of 1964
Death Penalty
Defense of Marriage Act
Don't Ask Don't Tell
Dream Act
Equal Rights Act
Execution of Mentally Disabled
Fair Labor Standards Act 1938
Fairness in Drug Sentencing Act
Fetal Life Act 2013 – Texas
Fugitive Slave Act
Genetic Information Disclosure Act 2008
Hyde Amendment on Abortion
Immigration Reform Act
Indian Child Welfare Act
Indian Removal Act
Japanese Internment Executive Order
Lilly Ledbetter Act
Matthew Shepherd Act
McKinney Homeless Assistance Act
McKinney Housing Act
Minimum Sentencing Act
National Labor Relations Act 1935
Native American Health Act
Naturalization Act 1790
New Mexico Abortion in Rape Act
Parity Act
Public Housing Act
Racial Integrity Act – Virginia
Stand Your Ground - Florida
Stop and Frisk – New York City
TANF
TANF Drug Testing [Texas]
Title IV E – Sports Equality
Truman's Executive Order on Desegregation
The Trust Act
Unemployment Insurance

Violence Against Women Act
Voting Rights Act 1965
Women in the Armed Services Act
Women's' Right to Vote 1922 – Constitutional Amendment

C) Important Court Cases

Plessy v Ferguson
Brown v Board of Ed
Minor v. Happersett
US v. Wong Kim Ark
US v. Brignoni-Ponce
Loving v Virginia
Buck v. Bell
Shelby v. Holder
National Federation v. Sebelius
Floyd v. City of New York
Citizens United
United States v. Windsor
Ledbetter v. Goodyear