

The University of Texas at Austin
School of Social Work
Social Policy Analysis and Social Problems

Course Number:	SW382R	Instructor:	Rosalie Ambrosino
Semester:	Summer 2016	Contact Information:	rosalie.ambrosino@gmail.com ; 210-241-0391 Office:
Unique Number, Meeting Time, Classroom	90750 TTR 1:30-4:00 p.m. SSW 2.132	Office Hours:	Tuesdays and Thursdays 12:30-1:30 p.m. and by appointment

I. 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. Course Objectives

Note: The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. To maintain accreditation status, the school engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Educational Policy and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. Information about the complete EPAS can be obtained from your Student Handbook.

EP2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

PB25 Analyze, formulate, and advocate for policies that advance social well-being.

Course objectives 1, 2, 3, 4, 5, 6, & 7.

Assignments: Policy analysis, discussion forums, reflection papers, book analysis

PB26 Collaborate with colleagues and clients for effective policy action.

Course objectives 2 & 8.

Assignments: Policy analysis, discussion forums, reflection papers, book analysis

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; (PB25)
2. Understand the economic and political constraints and opportunities in the development of social welfare problems and policies; (PB25 & 26)

3. Understand the relationship between the history of the social work profession and the development of social welfare policy; (PB 25)
4. Apply social work values to critically analyze social problems; (PB 25)
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; (PB 25)
6. Understand social welfare policy arenas impacting service delivery, social work practice, and attainment of individual and social well-being; (PB 25)
7. Understand how social policies differentially affect diverse populations in American society; (PB 25)
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. (PB 26)

III. Teaching Methods

This course is designed to provide the student with a meaningful learning environment that will facilitate mastery of knowledge and skills in social policy. The class will be conducted using an active learning approach. Teaching methods will include interactive lectures, media presentations, guest presentations, readings, framed discussions, experiential exercises, and student assignments. Students are expected to be open to learning and actively engaged in class discussion and activities, to take appropriate personal risks, and to demonstrate both critical thinking and self-reflection throughout the course. Classes are designed to encourage student participation, input and discussion.

IV. Required Readings

Segal, E. (2015). *Social welfare policy and programs: A values perspective* (4th ed.). Boston, MA: Cengage Learning.

Any **one** of the following:

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. NY: New Press.

Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. NY: Crown.

Holmes, S. (2013). *Fresh fruit, broken bodies: Migrant farmworkers in the United States*. Berkeley, CA: University of California Press.

Additional readings are posted on Canvas and listed on the course calendar.

V. Course Requirements

Your grade for this course will be based on the following requirements (further guidance for class participation and assignments is included in the syllabus appendix). In order to receive a passing grade, ALL assignments need to be completed and expectations for class participation met.

1. Student Participation (10% of grade)

Attendance and active participation are critical to the teaching and learning in this class. Students are expected to be in class, or, in extenuating circumstances, to notify the instructor if they cannot attend. This portion of the grade will be determined by attendance and quality of contribution as demonstrated by student preparation level. Preparation includes completing readings and assignments by due dates and coming to class prepared to discuss them; and “being present” and involved in experiential activities and discussions.

2. Forum Discussions, Reflection Papers, and Labs (10% of grade)

This course is a “hybrid” course that will involve both face-to-face and distance learning class sessions. The first three class sessions of this course will be in distance learning format. Students will be expected to participate in four discussion forums on Canvas, following guidelines for each forum listed in the syllabus appendix.

At the beginning of Tuesday “face-to-face” classroom sessions, students are expected to submit a one page reflection paper with a) a paragraph that discusses two things you learned from the readings for the week and why you found these points of particular interest, and b) a paragraph discussing two issues or questions that the readings raised for you. Although a total of six papers are delineated in the syllabus, you need to submit only five during the semester. Papers should be single-spaced; in the interest of saving paper, please do not include a separate title/header page. If you do not submit this assignment within the first ten minutes of class, or electronically prior to the beginning of class, you will not receive credit. Assignments will be not be graded on student opinions, but on whether the material presented, particularly the questions or issues posed, reflects graduate level critical thinking. You will receive two points deducted from your final course grade for every assignment not submitted.

Students will also be given at least two “lab” times during class to work on their policy analysis. You are expected to submit a brief email to the instructor after the lab delineating work accomplished and noting any questions you have/assistance needed from the instructor in completing your analysis.

3. Policy Analysis (60% of grade)

You will conduct a policy analysis of a relevant social welfare policy issue. Your analysis will incorporate historical aspects, current status and implications, and your recommendations for policy change. You may either complete this assignment individually, in pairs, or in groups of three. The analysis will be developed in two installments throughout the semester. You will submit a draft of installment 1, receive feedback and a grade for that portion of the analysis, and incorporate changes in your final submission (installments 1 and 2 combined). Students will give brief presentations summarizing their findings at the end of the semester. Detailed instructions for completion of this assignment are found in the Appendix.

4. Policy Book Review and Analysis (20% of grade)

You will develop a policy analysis with recommendations for change relating based on an ethnography on either African American males in the criminal justice system, migrant workers, or housing barriers experienced by individuals living in poverty (see readings for choice of books on which to base your analysis). You will submit a 4-5 page paper and participate in a panel discussion with other colleagues who have read the same ethnography during the semester. Detailed instructions for completion of this assignment are found in the Appendix.

Summary of Assignments	Date Due	Points
Policy Book Review and Analysis	Book analysis due 7/14	15
	Panel presentation 6/23, 7/19, or 7/21	5
Policy Analysis	Policy analysis part I due 6/30	15
	Optional policy analysis part II due 7/14	
	Final analysis due 7/28	35
	Policy presentations 7/26 or 7/28	10
Forums and Reflections	Forums due 6/2, 6/4, and 6/7; Reflections due 6/14, 6,21, 6/28, 7/5, 7/12, and 7/19	10
Class Participation	July 29	10

VI. Grading

Overall Criteria for Evaluating Student Assignments

Your written work should be well-conceptualized and researched, clearly organized, and supported by examples and details. It also should show evidence of your own creative and thoughtful analysis. Papers must follow APA style formatting. Additional criteria and evaluation guidelines are provided at the end of the syllabus for all assignments. Please note that you will not earn credit for MSSW courses if your final grade falls below a 'C'. You must earn a 'C' or above for credit to be given for the course.

Grading Scale

94.0 and above	A
90.0-93.999	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

A = Superior work: The assignment significantly exceeds expectations listed in the syllabus. Student does more than is required in the assignment and demonstrates a high level of in-depth critical thinking and analysis (i.e., writing coherent, ideas synthesized, discussion well developed).

B = Good Work: The assignment meets all the requirements and demonstrates evidence of in-depth critical thinking and analysis.

C = Average Work: The assignment meets the requirements or has minor gaps but lacks evidence of in-depth critical thinking and analysis. Remember, a C- (73 points) or lower is noted as a course failure and will require re-taking the course.

D - failing = Poor/failing Work: The assignment has important gaps, both in terms of not meeting the requirements and lacking in-depth critical thinking and analysis.

VII. Class Policies

- 1. Professional conduct:** Your attendance, attention, and participation are expected for all class sessions. Attendance includes arriving on time and remaining for the entire class session. Participation includes reading all assigned materials prior to the class session and engaging in class discussions and exercises. Lively class discussion is encouraged. Respectful communication is necessary to the learning environment. Attention includes turning off cell phone ringers and refraining from text messaging and other non-class activities. Students may bring lap tops and other electronic devices to class as long as they are used for note-taking or other appropriate class activities. If these devices are used inappropriately, students will no longer be able to bring them to the classroom. Students are also expected to observe professional codes of conduct with regard to confidentiality, dress, language, and other matters and exercise good judgment while working with agencies, organizations, and other entities on assignments for this course.
- 2. Instructor Contact:** If you wish to make an appointment to see me, cannot attend class, or have a question about the course, please call or text me at 210-241-0391 (cell) or come to my office hours. You can also send an email to me at rosalie.ambrosino@gmail.com. I check my e-mail and phone messages regularly and will respond as quickly as possible.
- 3. Attendance:** This course is interactive in nature, with students learning from each other as well as from readings and other course assignments. It also is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is submitting assignments on time. Students who fail to attend class on a regular basis (missing more than two classes without a valid excuse, e.g., medical documentation) may receive one or more course grades lower than their final grade when points are totaled.
- 4. Submission of Papers and Late Assignments:** Assignments must be submitted to the instructor at the beginning of the class or electronically (email) by 11:59 p.m. the day that an assignment is due depending on instructions in the syllabus. Note that if you choose to submit the assignment electronically after our class period ends, you must be in class that day for the assignment to be accepted. Once I receive the assignment electronically, I will notify you that I have received it and let you know if there are any problems in opening the attachment. All assignments must be turned in on the due date. Changes in work schedules, personal celebrations, transportation problems, computer/ printing problems, etc. are not considered legitimate reasons for missing an assignment deadline. Late assignments will result in a deduction of **5%** for each day it is late. Any legitimate adjustments in due dates must be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled due date unless there is a valid documented reason for not being able to meet this requirement.
- 5. APA & References:** The School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of the APA style are included in the Publication Manual of the American Psychological Association. Information on APA style and format can be found at the Learning Resource Center (LRC) in the School of Social Work and on the UT library website. Another excellent source is Purdue University's Online Writing Lab (OWL). Appropriate referencing is required. Appropriate referencing of citations (authors, titles, page numbers, etc.) is required. This includes giving due credit to others when indirect quotes (paraphrasing) and direct (verbatim) quotes are used. Short direct quotes (less than 40 words) must be placed in quotation marks. Long direct quotes (40 or more words) must be indented. Paraphrasing requires more than changing a word or two in a sentence. Failure to use quotation marks for direct quotes or citation for indirect quotations and/or others' ideas constitutes plagiarism and may result in receiving no credit for the assignment and/or a referral to the MSW Program Coordinator and Student Judicial Services.
- 6. Course Feedback:** Students will have two formal opportunities to evaluate the quality of the course and instruction. About midway into the course students will be asked to provide an anonymous evaluation about

the course and any suggestions for improving content, delivery, or discussion. The second evaluation will occur at the end of the course, using the format provided by the University. At any time during the course, students should feel free to comment on the quality of the course and instruction and suggest changes that will increase their learning. These comments can either be made in class, by making an appointment to meet with the instructor, or via any other means selected by the student.

7. **Course Modifications:** Any modifications, amendments, or changes to the syllabus and or assignments are at the discretion of the instructor. Changes will be announced in class. It is the responsibility of the student to inquire about any changes that might have been made in her/his absence; all changes will be published on Canvas.
8. **Electronic Communication:** During the semester, the course Canvas site will be used for various purposes (posting some documents, grades, etc.). Some course communication will also be done via e-mail. E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements and for informing the university about changes to your e-mail address. Please check your e-mail frequently to stay current with university-related communications, some of which may be time-critical.

VIII. University and School of Social Work Policies

1. **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.
2. **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.
3. **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 www.utexas.edu/student/cmhc/.
4. **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 (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) 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.

5. **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/>).
6. **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.
7. **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://www.utexas.edu/diversity/ddce/ssd/>.
8. **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.
9. **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. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.
10. **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.

- 11. Use of Email 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>.
- 12. 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.
- 13. 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>.
- 14. 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.
 - On 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 Calendar

Date	Topics	Readings and Media	Assignments Due
Week 1 June 2	<ul style="list-style-type: none"> • Introductions • Course overview • Reflection on global social policy issues 	<ul style="list-style-type: none"> • Syllabus • View film <i>The Four Horsemen of the Apocalypse</i> documentary, available at https://www.youtube.com/watch?v=5fbvquHSPJU and short follow up clip available at https://youtu.be/oWxo2weSkVo?list=PL054651E1B70EE38E 	<ul style="list-style-type: none"> • Forum posting #1 on Canvas/introduction to your colleagues posting due Thursday, June 2 at 11:59 p.m. • Forum posting #2 on Canvas on documentary (see syllabus appendix for guidelines); initial posting due Saturday, June 4, at 11:59 p.m.; responses to two colleagues due Monday, June 6, at 11:59 p.m.
Week 2 June 7-9	<ul style="list-style-type: none"> • Overview of social welfare policy • Values and beliefs that shape social welfare policy • Personal values, professional/social work values, and their impact on how we view policy issues • Historical foundations of social welfare in the US and their impact on current social welfare policy • Conceptual foundations of social welfare policy: Connections to worldviews and social, economic, and historical context 	<ul style="list-style-type: none"> • Segal, Chapters 1 (social welfare policy and underlying values), 2 (historical foundations of social welfare in America, and 3 (conceptual foundations of social welfare policy) 	<ul style="list-style-type: none"> • Forum posting #3 on Canvas on values perspectives (see syllabus appendix for guidelines); initial posting due Tuesday, June 7, at 11:59 p.m.; responses to two colleagues due Thursday, June 9, at 11:59 p.m. • Forum posting #4 on Canvas on historical comparisons (see syllabus appendix for guidelines); initial posting due Thursday, June 9, at 11:59 p.m.; responses to two colleagues due Monday, June 13, at 11:59 p.m.
Week 3 June 14-16	<ul style="list-style-type: none"> • Analyzing social welfare policy • Steps in the process • Critique of policy analyses • Policy analysis team meetings 	<ul style="list-style-type: none"> • Segal, Chapters 4 (analyzing and researching social welfare policies) and 5 (the delivery of social welfare services) • Samples of policy briefs and analyses posted on Canvas 	<ul style="list-style-type: none"> • Reflection paper due at 1:30 p.m. June 14
Week 4 June 21-23	<ul style="list-style-type: none"> • Barriers to social justice and civil rights • Poverty causes, measures, and stalled policies • Economic inequality: The 99% • Panel presentation on <i>Evicted</i> 6/23 	<ul style="list-style-type: none"> • Segal, Chapters 6 (social justice and civil rights) and 7 (poverty and economic inequality) 	<ul style="list-style-type: none"> • Reflection paper due at 1:30 p.m. June 21
Week 5 June 28-30	<ul style="list-style-type: none"> • Lab Monday, June 28 last half of class • Economic policy • Social Security • In-class debate on Social Security policy options 	<ul style="list-style-type: none"> • Segal, Chapters 8 (economics: employment, budgets, and taxes) and 9 (social insurance) 	<ul style="list-style-type: none"> • Reflection paper due at 1:30 p.m. June 28 • Draft of policy analysis part I, Part I due 6/30 at 11:59 p.m.

Date	Topics	Readings	Assignments
Week 6 July 5-7	<ul style="list-style-type: none"> • Policies that impact older adults • Strategies for helping children and families • TANF • In class film: <i>Food Stamped</i> 	<ul style="list-style-type: none"> • Segal, Chapters 10 (aging and social welfare policy) and 11 (children and families) 	<ul style="list-style-type: none"> • Reflection paper due at 1:30 p.m. July 5 • Policy analysis returned no later than July 5
Week 7 July 12-14	<ul style="list-style-type: none"> • Lab July 12 • Health and mental health policy in the US • In-class debate on the Affordable Care Act 	<ul style="list-style-type: none"> • Segal, Chapter 12 (health care policy) 	<ul style="list-style-type: none"> • Reflection paper due at 1:30 p.m. July 12 • Book analysis due July 14 at 11:59 p.m.
Week 8 July 19-21	<ul style="list-style-type: none"> • Criminal justice policies in the US • Panel presentation on <i>The New Jim Crow</i> 7/19 • Globalization • Immigration • Panel presentation on <i>Fresh Fruit Broken Bodies</i> 7/21 	<ul style="list-style-type: none"> • Segal, Chapter 13 (US social welfare policies and international comparisons) 	<ul style="list-style-type: none"> • Reflection paper due at 1:30 p.m. July 19 • Optional policy analysis part II due July 19 at 11:59 p.m.; returned no later than July 21
Week 9 July 26-28	<ul style="list-style-type: none"> • Policy presentations • What does the future hold? • Celebration • Course instructor survey 	<ul style="list-style-type: none"> • Segal, Chapter 14 (Impact of social welfare policy and policy practice) 	<ul style="list-style-type: none"> • Final policy analysis (Part I revised and Part II due) July 28 at 11:59 p.m.

X. Additional Sources

Suggested policy research web sites (see also Segal, p. 109-114)

Institute for Research on Poverty (www.ssc.wisc.edu/irp/) - See the Institute's own publications as well as its links to other poverty-related sources. The IRP also publishes FOCUS, an excellent welfare and policy related journal.

Joint Center for Poverty Research (www.jcpr.org/)

The Urban Institute (<http://www.urban.org/>)

Center for Research on Child Well-being (<http://crcw.princeton.edu/>)

Manpower Demonstration Research Corporation (www.mdrc.org)

The MDRC is a non-profit, nonpartisan social policy research organization. The MDRC leads the field in evaluations of welfare-to-work programs.

The Brookings Institution (www.brook.edu/)

National Center for Children in Poverty (<http://cpmcnet.columbia.edu/dept/nccp/>)

Mathematica Policy Research (www.mathematica-mpr.com/)

Rand Corporation (www.rand.org)

Kaiser Family Foundation (www.kff.org)

Suggested advocacy/research organizations

Center on Budget and Policy Priorities (www.cbpp.org)

Center for Law and Social Policy (www.clasp.org)

Children's Defense Fund (www.childrensdefense.org/)

Child Welfare Information Gateway (<https://www.childwelfare.gov/>)

The Electronic Policy Network (www.movingideas.org/)

The EPN has extensive links to other liberal research centers and The American Prospect, a bi-monthly journal.

Center for Public Policy Priorities (www.cppp.org)

Moveon.org (www.moveon.org)

Annie E. Casey Foundation (www.acct.org)

National Alliance of Mental Illness (www.Nami.org)

National Coalition for the Homeless (www.nationalhomeless.org)

National Low Income Housing Coalition (www.nlihc.org)

AARP (www.aarp.org)

Shared Hope International (human sex trafficking) (<http://sharedhope.org/>)

Polaris Project (human sex trafficking) (<http://polarisproject.org/>)

American Civil Liberties Union www.aclu.org

Anti-defamation League www.adl.org

Human Rights Campaign (LGBTQ) www.hrc.org

Suggested government sites

U.S. Census Bureau (www.census.gov/)
 Congressional Budget Office (www.cbo.gov)
 U.S. Office of Management and Budget (www.omb.gov)

Bureau of Labor Statistics (www.bls.gov)
 U.S. Congress (www.congress.gov)
 Texas Legislature online (www.capitol.state.us)
 US Conference of Mayors (www.usmayors.org/)

Suggested readings

- Albelda, R., & Withorn, A. (2002). *Lost ground: Welfare reform, poverty, and beyond*. Cambridge, MA: Southend Press.
- Alinsky, Saul. (1969). *Reveille for radicals*. New York, NY: Random House.
- Alinsky, Saul. (1971). *Rules for radicals*. New York, NY: Random House.
- Ambrosino, R., Heffernan, J., Shuttlesworth, G., & Ambrosino, R. (2016). *Social work and social welfare: An introduction* (8th ed.). Boston, MA: Cengage Learning.
- Anderson, J.E. (2010). *Public policymaking: An introduction* (7th ed.). Boston, MA: Houghton-Mifflin.
- Birkland, T. A. (2011). *Introduction to the policy process: Theories, concepts, and models of public policy making* (3rd ed.). Armonk, NY: M.E. Sharpe.
- Chapin, RK. (2006). *Social policy for effective practice: A strengths approach*. Boston: McGraw Hill.
- Davis, D. (2006). *Battered black women and welfare reform: Between a rock and a hard place*. Albany, NY: State University of New York Press.
- Day, P. (2008). *A new history of social welfare* (6th Ed.). Boston: Allyn & Bacon.
- DiNitto, D.M. & Johnson, D. (2012). *Essentials of social welfare: Politics and public policy* (6th Ed.). Boston: Pearson.
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APPENDIX

ASSIGNMENT GUIDELINES

I. Forum Discussions - Count 5% toward your final grade)

The first three class sessions of this course will be in distance learning format. Students will be expected to participate in four discussion forums on Canvas, following guidelines for each forum. Each posting will be graded on a 0-3 point basis (0=insufficient or no response; did not meet assignment guidelines; 1=responded to some parts of assignment guidelines but left out significant aspects or posted limited, superficial response; posting included many writing errors; 2=responded to all parts of assignment guidelines reflecting critical thinking; met assignment guidelines with few or no writing errors; 3=responded with depth to all parts of assignment guidelines, integrated discussion with course content demonstrating critical thinking and self-reflection; well-written essay free of writing errors).

Forum 1- Introduction to Colleagues (Post on Canvas by Thursday, June 2, at 11:59 p.m.)

- Post a brief introduction (3-4 minutes) to your colleagues in the course, using several PowerPoint slides with text, photos, and narration.
- If you wish, include a photograph of yourself and any other aspects of your life you want to share with your colleagues (family members, pets, interests).
- Tell us where you received your undergraduate degree and what your major was, why and how you became interested in social work, areas of social work you are passionate about, and any specific career goals you may have.
- Finally, list three or four social welfare topics on which you would be interested in doing your policy analysis (they can be broad, i.e., children and families, human sex trafficking, or more narrow – i.e., access of women in Texas to reproductive health care in underserved areas, development of a statewide policy on protections for individuals who are transgender). Later on, you will narrow your topic for your policy analysis to a specific proposed policy change, but choosing topics of interest at this point will help create policy teams for those interested in working together on their analysis.

Below are some possible broad areas for you to consider:

Interpersonal violence	Hate crimes	Health care
Child maltreatment	Homelessness	Social security
Human trafficking	Mental health issues	Poverty
Juvenile justice	Social security	Access to higher education
Criminal justice	Food insecurity/SNAP	LGBTQ discrimination
Refugees	Immigrants	Racial profiling

Forum 2 - Reflection on documentary *The Four Horsemen of the Apocalypse* (Post initial response on Canvas by Saturday, June 4, at 11:59 p.m. Respond to two colleagues no later than Monday, June 6, at 11:59 p.m.)

View the documentary *Apocalypse Now*, accessible here: <https://www.youtube.com/watch?v=5fbvquHSPJU> and the several minute video clip of Camilla Batmanghelidji at <https://youtu.be/oWxo2weSkVo?list=PL054651E1B70EE38E>

This film is 1:40 minutes long, so be sure you allow enough time to watch the entire video and accompanying video clip before responding. (The film is also pretty intense, so I don't recommend watching it right before you go to bed!)

- After you have watched the documentary, develop a cohesive essay of 500-700 words reflecting critical thinking that addresses the following: (Note that you can cite the film and the Segal text, but no other sources are necessary.) This discussion posting is to reflect your critical thinking and self-reflection about the film, not the thinking of others. Give examples from the film to support your perspectives, but this should not be a "film summary report" on what the documentary covers.
- The documentary emphasizes systemic problems with the U.S. economic system and the role that banking and our now global economic structure play in terrorism/violence/war, social inequity/poverty, and use of the earth's

resources. The film makes the point that our current economic system “enriches entrenched privilege.” While this documentary emphasizes banks and other economic institutions, how have societal attitudes and values, cultural beliefs, and power contributed to the outcomes discussed in the film?

- Choose a social welfare issue (i.e., affordable housing, health care, education, the juvenile or adult criminal justice system, immigration, the war on drugs, severe poverty, interpersonal violence) and show how systemic economic decision-making has contributed to those impacted by this issue.
- It's easy after watching a film like this one to feel overwhelmed and somewhat powerless in being able to impact social change. Identify at least five ways that you as an individual can work to impact social change to address one or more of the issues discussed in the film. What is the role of the social work profession in addressing these issues?
- After you have submitted your initial response, review the responses of your colleagues. Develop separate responses to at least two of them, in a 100-300 word response to each. Deepen the conversation by comparing perspectives, or asking one or more questions that stimulates additional thinking/reflection. Do not use your responses as a pulpit to discuss your own points of view that don't connect with what the person discussed in her/his initial response, and don't just say “great initial posting – I agree with everything you said.”

Forum 3 - How values and beliefs shape social welfare policy (Post initial response on Canvas by Tuesday, June 7, at 11:59 p.m. Respond to two colleagues no later than Thursday, June 9, by 11:59 p.m.)

- Assume that you have been asked to develop a collage depicting “American” (U.S.) values and beliefs. Using clip art (or google images) from the Internet, include five images in your posting that you think depict “American” values and beliefs (not necessarily your own). Briefly explain why you chose the images that you did.
- What are your own values and beliefs? Where do they fit with the values and beliefs identified by Segal in chapter 1? How do they fit with the items you included in your collage?
- View the websites of the Republican National Party, the Democratic National Party, the Texas Republican Party, and the Texas Democratic Party: <https://www.gop.com/>; <http://www.democraticnationalcommittee.org/>; <http://www.texasgop.org/about/>; <http://www.txdemocrats.org/>
Compare the ways that beliefs and values are framed by the two parties. How do the values and beliefs emphasized by each party shape its framing of social welfare needs and policies?

Forum 4 – Historical perspectives on social welfare programs and policies (Post initial response on Canvas by Thursday, June 9, at 11:59 p.m. Respond to two colleagues no later than Monday, June 13, at 11:59 p.m.)

- What struck you as most significant about the historical perspectives on social welfare in Segal chapter 2?
- The chapter shows how “history repeats itself” at times, and makes the case that much of social policy that exists today can be traced back to policy decisions made in earlier time periods. What characteristics of the Elizabethan Poor Laws can be seen in today's treatment of people who are economically poor in the U.S.?
- The chapter also points out the ways that the context of the times (economic, religious, social, cultural, and political) shape social welfare decisions. Compare the factors that contributed to the Great Depression and the Great Recession. What were the similarities and differences in the government's responses to each?
- Segal identified a number of conceptual ways of focusing on social welfare policy in chapter 4. Choose two of those that you think fit best with understanding the Great Depression and the Great Recession and briefly justify your choices.
- Economists and the government have declared that the Great Recession is over. Do you agree with this conclusion? Why or why not? Give at least three examples to support your perspective.

II. Reflection Papers (Due at 1:30 p.m. June 14, 21, and 28 and July 5, 12, and 19) Count 5% toward your final grade

- You are expected to submit a one-page reflection paper with a) a paragraph that discusses two things you learned from the readings for the week and why you found these points of particular interest, and b) a paragraph discussing two issues or questions that the readings raised for you.
- Note that we may modify topics/approaches to paper content based on class input as the semester continues.
- Although a total of six papers are delineated in the syllabus, you need to submit only five during the semester. Papers should be single-spaced; in the interest of saving paper, please do not include a separate title/header page. If you do not submit this assignment within the first ten minutes of class, or electronically prior to the beginning of

class, you will not receive credit. Assignments will be not be graded on student opinions, but on whether the material presented, particularly the questions or issues posed, reflects graduate level critical thinking.

- Each reflection paper will be graded on a 0-3 point basis (0=insufficient or no response; did not meet assignment guidelines; 1=responded to some parts of assignment guidelines but left out significant aspects or posted limited, superficial response, posting included many writing errors; 2=responded to all parts of assignment guidelines reflecting critical thinking; met assignment guidelines with few or no writing errors; 3=responded with depth to all parts of assignment guidelines, integrated discussion with course content demonstrating critical thinking and self-reflection; well-written essay free of writing errors).

III. Policy Analysis - Counts 60% toward your final grade

You will conduct an analysis of a relevant social welfare policy issue. Your analysis will incorporate historical aspects, current status and implications, and your recommendations for policy change. You may either complete this assignment individually, in pairs, or in groups of three.

- The analysis will be developed in two installments. You will submit a draft of **installment 1 (parts 1, 2, and 3) due on June 30 at 11:59 p.m.**, receive feedback and a grade for that portion of the analysis, and incorporate changes in your **final submission (installments 1 and 2 combined) due on July 28 at 11:59 p.m.** You may submit an **optional draft of installment 2 for review no later than 7/14**. Students will give brief presentations summarizing their findings at the end of the semester (**July 26 or 28**). If you work as a team on this assignment, the work must be divided fairly and all members must play a role in developing both required installments, as well as critiquing all documents prior to their submission and participating in the final presentation.

Format for Completing Policy Analysis (see also Chapter 4 in Segal)

Your analysis should follow the following format:

- (1) Brief Introduction to the Policy Problem or Issue (Installment I)
 - a) What is the social problem or issue that you will address? What is the importance and relevance of the issue today? What is the importance and relevance of the issue to the development of social welfare policy? What issues frame a contemporary discussion of the problem/issue?
 - b) What do you intend to accomplish in the analysis?

- (2) Description of the Policy Problem or Issue (Installment I)
 - a) What is the nature of the issue or problem? What are the definitions of the problem or issue?
 - b) How widespread is the issue or problem?
 - c) Who defines this as a problem? Who is affected by the issue or problem and in what ways? Are those most affected members of a particular race, ethnicity, gender, class, age, ability, sexual orientation, or other special group?
 - d) What are the known or suspected causes of (or socioeconomic, cultural, economic, psychological factors influencing) the issue or problem?

- (3) Historical Background of the Problem or Issue (Installment I)
 - a) What are the historical roots of the issue or problem (i.e., when did the issue or problem first surface and where)?
 - b) From a general societal perspective, how important has the issue or problem been historically?
 - c) What value premises or ideological assumptions underlie the issue or problem and how have these changed over time?
 - d) What key events in history have had an impact on the issue or problem, as well as how the issue or problem was handled? What impact did these events have?
 - e) Who were the major players or stakeholders throughout history that had an impact on the issue or problem and what role(s) did they play?

- f) Provide a time-line to visually portray the historical background of the problem or issue as a part of this section.

Note – this section of the paper should address the *entire* spectrum of history impacting this issue or problem, from the time it was first articulated as an issue or problem through the present time.

You are encouraged to be creative in presenting the information required by this section of the paper. For example, in addition to discussing this information in text form and providing a timeline, you should devise other ways to present the information in graphical terms that are compelling as well as informative.

(4) Analysis of the Issue or Problem (Installment II)

- a) What major themes emerge from the historical background information determined above?
- b) Have these themes been consistent over time? If not, how have they changed and what caused them to change?
- c) What factors appear to be the most salient or important in shaping public opinion about the issue or problem over time?
- d) What major legislation has been passed to address the issue or problem and how and why has this legislation differed in intent and scope over time?
- e) What is the current status of policy/legislation that best addresses the issue or problem?
- f) Is this policy meeting the needs of the population group(s) most affected by the problem? Has it been implemented as planned? Is it cost-effective? What are unanticipated and anticipated outcomes? What are the strengths and weaknesses of current policy?
- g) Who are the stakeholders this policy impacts? Which ones are most vocal and why? Which ones appear to have the greatest influence on how policy in this area has been shaped and why? Who loses from this problem? Who gains? Who holds the power regarding this issue/problem? What are the liberal and conservative points of view in regard to this policy, and what role have these perspectives played in how this policy has been shaped?
- h) Have the goals of this legislation always been just and democratic? How has this policy impacted/does this policy impact marginalized groups/vulnerable populations? How have ways that this policy issue has been addressed result in oppression/increase marginalization of groups? Do past and current strategies increase social and economic justice, or social and economic injustice?
- i) Have the goals of this legislation been consistent with the values of the social work profession as articulated in the NASW Code of Ethics?

(5) Conclusions and Recommendations (Installment II)

- a) Based on your analysis, what conclusions do you reach about the issue or problem?
- b) What recommendations do you have regarding how this policy issue might be better addressed? How has the past shaped your recommendations for the future?
- c) What goals should be set to improve the policy issue/policy? What policy strategies should be used to achieve these goals? Who should be involved in these strategies and why? Be specific here – should a policy be eliminated, changed, added? Should it be at the federal, state or local level? A government policy? An organizational policy?
- d) What strategies would you deploy for getting people to “think outside the box” regarding this issue or problem?
- e) How realistic are your recommendations/goals and why?
- f) How do you recommend that you and other social workers advocate to address the policy issues you have identified to improve client services? (You might want to access the NASW website and see what its

position is on this issue if there is one.) Give at least three (3) examples of how you as a social worker can bring about change that will have a positive impact on this issue or problem in the future.

- g) Do you think that the issue or problem can ever be resolved to the satisfaction of all those who have a stake in it? Explain your response.
- h) Does society have an obligation to help resolve the issue or problem and is it economically and politically feasible to do so?

(6) Bibliographic References

Your paper **MUST** include at least fifteen (15) bibliographic references drawn from an appropriate balance of the following sources: scholarly journal articles or books, Internet references, government documents, and popular literature references (magazines and newspapers). Be sure you cite the latest available demographic information unless you are discussing historical perspectives. Sources must be cited appropriately using APA format.

Guidelines to Help You Complete the Assignment

- This project will involve selecting an important contemporary social welfare policy for subsequent analysis. Students are encouraged to meet with the instructor if they are having difficulty choosing a topic and policy.
- The policy that you choose may come from one of the following topical areas (note that you will need to narrow your focus considerably as you begin to explore the policy issues):
 - Child welfare
 - Health care
 - Education
 - Public assistance
 - Criminal justice
 - Homelessness
 - Services to people with HIV/AIDS
 - Immigration
 - Services to people with mental health/developmental disabilities
 - Aging
 - Housing
 - Racial/ethnic inequity
 - LGBTQ inequity
 - Mental health
 - Food insecurity
 - Diversity/social justice
 - Other issues/topics relevant to social welfare policy such as privatization of services and welfare reform
- It may help you to approach this project as if you were:
 - An aide or staff member working for a state or federal legislator
 - A policy analyst in a social welfare agency (government or private)
 - A member of an advocacy organization concerned about social welfare policy such as NASW, the Center on Public Policy Priorities or a human services coalition
 - A staff member of a legislative committee tasked with preparing a report to familiarize committee members with an issue

Steps Involved in Completing the Project

STEP #1 – Developing a Topic

- The first step in completing the project is to select a topic and develop a plan for analyzing the relevant policy issues.

- (i.e., what information will you gather and from what sources – the Internet should be one of these sources). What strategies will you use to gather the information? To whom will you speak about the topic or issue? You might want to find an informant versed in the policy issue who can provide assistance.
- The names of the individuals on your policy team if you are working on a team and a delineation of the roles of each member, as well as a plan to address conflict, should it arise
- In what role you (or your team) will imagine yourself (itself) in completing the analysis (legislative aide, policy analyst, citizens' advocate, member of a legislative committee, other)

STEP #2 – Completion of Installment #1 (Sections 1, 2, 3, and 6/preliminary)

- The second step in completing the policy assignment is to complete Installment #1,
- Installment #1 should cover sections (1), (2), (3), and (6 *preliminary*) described in the above discussion titled Format for Completing Policy Analysis
- You are free to organize the material within each of these sections as you see fit to develop a thorough and well-written product; however, each of these sections MUST be included with this installment.
- Installment #1 should be approximately 6-8 pages in length, exclusive of bibliographic references and appendices.
- **Installment #1 is due on Thursday, June 30**, and will be returned with comments and a grade the following week. This initial submission counts 15 points toward your final grade.
- Installment #1 should be revised (based on the feedback provided by the instructor) and resubmitted in *final* form as part of your final submission. Up to five points of the grade for your final submission will be based on your revisions in Installment I.

STEP #3 – Installment #2 (Sections 4, 5, and 6/final)

- The third step in completing the individual project assignment is to complete Installment #2.
- Installment #2 should cover points (4), (5), and (6 *final*) described in the above discussion titled Format for Completing Policy Analysis. Once again, you are free to organize the material within each of these sections as you see fit to develop a thorough and well-written product; however, each of these sections MUST be included with this installment.
- Installment #2 should be approximately 8-10 pages in length, *exclusive of bibliographic references and appendices*.
- **Note that you may submit an optional draft of installment #2 by July 14 at 11:59 p.m.**

STEP #4 – Final Revisions of Installment #1 and Submission of Final Analysis Paper

- The final policy analysis, installments #1 and #2 combined, should be resubmitted in final form no later than **Thursday, July 28, at 11:59 p.m.**

STEP #5 - Presentation of Policy Issue and Recommendations

- Students will present brief summaries (15-20 minutes) of their policy analyses during the last week of class. Presentations will count 10 points toward the final grade.

Your analysis will be graded according to the following criteria:

- **Completeness and thoroughness**

How fully have the historical antecedents related to the issue or problem been addressed? Have the writers sufficiently researched the issue/problem using legislative and library resources, interviews, and other means to gain differing perspectives and thorough knowledge of the issue or problem? Does the report give the reader the clear impression that the major questions have been considered? Are all of the important issues addressed? Have the writers

presented issues and proposed strategies for change in a way that can be understood by the reader unfamiliar with the issue, as well as someone who is knowledgeable about the issue?

- **Organization and clarity**

Is the analysis organized and written in a logical manner? Are there important transitions between sentences, paragraphs and sections? Have topical headings been used for sections? Are the sentence structure, syntax and grammar correct? Has each installment been carefully edited and proofread with attention to spelling, punctuation and word choice?

- **Referencing**

Are there a sufficient number of references? Has referencing been done appropriately and according to the style manual of the American Psychological Association (latest edition)? Are the references appropriately integrated with the text?

- **Originality and creativity**

Have the writers used their analytical skills in a way that indicates more than a restatement of what others have said about the problem or issue? Have the writers compared and contrasted the various views on the subject in ways that show the writers understand the issue(s)? Have the writers suggested relevant points that have not been addressed by others? Are the writers' conclusions and recommendations well developed and supported?

IV. Policy Book Review and Analysis (20% of grade) Presentation given in class on either 6/23 (Evicted), 7/19 (Jim Crow), or 7/21 (Migrants); written analysis due 7/19.

You will develop a policy analysis with recommendations for change relating based on an ethnography on either African American males in the criminal justice system, migrant workers, or housing barriers experienced by individuals living in poverty (see readings for choice of books on which to base your analysis). You will submit a 4-5 page paper and participate in a panel discussion with other colleagues who have read the same ethnography during the semester.

Panel Discussion (5% of grade)

You will serve on a panel with others in the class who have also chosen the same book for their analysis and share your findings with colleagues. You will assume that as one of his last efforts in office, President Barack Obama has made calling attention to this issue a top priority of his administration. You have been asked to serve as a member of a special Blue Ribbon Panel established by President Obama to address this issue. Panel members have been asked to read the ethnography and come to the first meeting of the panel with a written analysis that includes 1) a framing of the issue and why it is important 2) who is impacted by the issue and how 3) what has been done to address the issue to date and the results (or lack thereof), 4) what needs to be done to address the issue, and 4) suggestions and strategies for policy change. Because important components of proposals to change any current policy include a review of past policy efforts, your analysis should incorporate a historical perspective, as well as analyses of the impact of current policy and proposed changes on various constituent groups.

Written Analysis (15% of grade)

- Give a brief overview of the book and the author's perspective/approach.
- Identify the social welfare policy issue(s)/problems addressed. How is this problem defined? Who is impacted and in what ways? Provide enough information to convince the reader that this is a major social welfare policy issue that needs to be addressed.
- How has this problem been addressed historically? When was it first viewed as a problem/issue?
- What values perspectives, beliefs, and frameworks can be used to understand this problem/issue? (See chapters 1, 3, and 6 in Segal.)

- Discuss this social welfare issue from the perspectives of power, privilege, oppression, and marginalization. Who has the power to implement changes so this problem is reduced or eradicated? Who is impacted most by this issue?
- What is the public reaction to this issue? How is it shaped by the media? What are public expectations about this problem?
- What policies have been tried/are in place to address this issue? How effective have they been? Why? Who has been impacted by these policies and resulting programs and in what ways?
- If you ruled the world, what policy/policies would you put in place to address this issue? Justify your choices.
- Identify at least five specific actions a social work advocate can play– and you and your colleagues as citizens – to address this problem issue.
- Be sure that your analysis includes specific information from your selected book including both direct and indirect citations (use APA format and be sure to include a reference page).