

The University of Texas at Austin
School of Social Work

Social Welfare Programs, Policies, and Issues
Fall 2015

Course/Unique Number:	SW 323K / 60350	Instructor:	Tianca Crocker, MSW
Semester:	Fall 2015	Contact Information:	tcrocker@utexas.edu Ph. 757.383.5875
Meeting Time:	Tues. & Thurs., 12:30 – 2:00pm	Office Hours:	Tues. & Thurs., 11:00AM – noon, and by appt.
Meeting Place:	SSW 2.112	Office Number:	3.104A

UNIVERSITY COURSE FLAGS STATEMENTS

Writing Flag

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.

Independent Inquiry Flag

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.

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.

STANDARDIZED COURSE OBJECTIVES

By the end of the course, the student will be able to:

1. Understand significant historical events and persons that influenced the field of social work and social welfare policy; **(PB 25)**
2. Analyze the connections between the history and contemporary structures of social policy; **(PB 25)**
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; **(PB 25)**
4. Apply conceptual frameworks for analyzing the development of social welfare policy; **(PB 25)**
5. Define key concepts in social welfare policy (e.g. universal, residual, public assistance, social insurance, cash, in-kind); **(PB 25)**
6. Understand the major policies that form the foundation of social welfare policy in the U.S.; **(PB 25)**
7. Apply relevant research frameworks for evaluating the effects of social welfare policy on national, state, and local populations and economically vulnerable sub-groups; **(PB 25)**
8. Analyze the impact of social welfare policy in terms of social and economic justice and the promotion of social work values; **(PB 25)**
9. Discuss trends in comparative international social policy; **(PB 25)**
10. Understand roles social workers play in the formation of social policy and the effects of social policies on social work practice; **(PB 25 and PB 26)**
11. Exercise policy advocacy skills at the legislative and organizational levels. **(PB 26)**

The 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, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies 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. The complete EPAS can be obtained from your Student Handbook.

EP 2.1.8 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

Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10

Assignment: Class exercises, Policy Project's brief and editorial

PB26 Collaborate with colleagues and clients for effective policy action

Objectives: 10 and 11

Assignment: Policy Project's brief, testimony, and critiques

TEACHING METHODS

A variety of teaching methods will be used including interactive lectures (students are encouraged to ask questions and make comments during the lectures), readings, guest speakers, videos, class exercises, written assignments, student presentations, peer feedback from class members, and observation of a meeting on a policy-related issue.

REQUIRED READINGS

1. DiNitto, D. M., & Johnson, D. H. (2016). *Social Welfare: Politics and Public Policy* (8th ed.). Boston: Pearson

NOTE: This is the latest edition of the textbook and includes vital new content. If cost is a concern, I recommend renting the textbook -or- ordering a digital copy which may cost less.

2. Additional required readings are listed by week in the Course Calendar section of this syllabus. Additional readings are available in the Modules section of Canvas as a download or link to the e-text from UT's library. The instructor reserves the right to assign additional reading based on the needs of the class.

NOTE: Recommended readings are not required. They are listed to provide additional content for students interested in drilling-down on a particular weekly topic.

CLASSROOM POLICIES

1. Electronics in Class: Be sure to silence and put away your cell phones, laptops, tablets, Apple watches, Google glasses, GoPros, pagers, etc. before class begins unless otherwise instructed for use in the class discussion.

2. Respectful Discussion: Active and scholarly discussions are expected and welcome. Students are responsible for treating others with courtesy and respect and should promote group cohesion in an effort to create a safe learning environment. Students are expected to listen to fellow class members and respect differences in values, opinions, and feelings. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's race, class, gender, sexual orientation, religion, age or ability. Covert acts of disrespect, such as excluding class members from discussions or activities, are also unacceptable.

3. Attendance: Roll will be taken each time class meets and students are expected to be in attendance. You may miss two classes without penalty. After that, each absence will result in a 2-point deduction from the final grade average. Students missing several classes will be asked to meet with the instructor to discuss their attendance. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen emergency. Students are responsible for securing lecture notes and handouts when circumstances require them to be absent.

4. Late Assignments: Assignments should be turned in at the beginning of class on the date they are due, barring serious, unforeseen medical illness or family emergency. In these extenuating circumstances, contact the instructor before the due date to discuss options for submitting the assignment. The penalty for submitting your policy project late is a 3-point deduction per day (including weekends) from the final assignment grade.

5. Incompletes: Only in documented emergency situations will a grade of X (incomplete) be assigned for the course. If an incomplete grade should be assigned, there will be a written agreement with the instructor about when and how the work will be completed. It is the student's responsibility to contact the instructor to make arrangements for an incomplete grade.

6. Requirements for Written Assignments: The instructor will evaluate your writing on the basis of content, format, and writing style (organization, clarity, grammar, etc.). Assignments should be turned in without errors in spelling, punctuation, or grammar. Be sure to include your name and page numbers (for multi-sheet assignments) prior to submission. If additional writing assistance is needed please contact The University of Texas at Austin Undergraduate Writing Center at (512) 471-6222 or visit their website at <http://uwc.utexas.edu/>.

Written assignments should...

- Be typed in Times New Roman, Arial, or Garamond 12-point font, 1.5 line spacing, and have one inch margins.
- Be submitted in hard copy. If instructed to submit an assignment electronically, students will be notified in advance. The document should then be uploaded via Canvas as a .pdf, .doc, or .docx.
- Follow style guidelines for formatting and references found in the *Publication Manual of the American Psychological Association* (referred to as APA format). You can access a copy of the APA manual from the library or from the LRC. If you would like to purchase a copy of the manual, you can do so on the APA website (<http://www.apastyle.org/products/>) or at local bookstores. If you are unfamiliar (or need a refresher) with APA style, you can also complete a free on-line tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>.
- Cite credible (i.e. academic/scholarly) sources. If questions about the credibility of a reference arise, consult with the instructor. Failure to properly cite sources (i.e. not giving due credit to others) will result in a '0' for the assignment.

7. Canvas: The Canvas site available for this class will be used for e-mail, announcements, course readings, grade postings and other functions. You will be responsible for checking Canvas regularly for class work and announcements. Students can obtain Canvas support at the 'Welcome to Canvas' training page (<https://utexas.instructure.com/courses/633028/pages/welcome-to-canvas>) or by contacting the ITS Help Desk at 512.475.9400.

UNIVERSITY 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 (512.471.6259 voice or 512.471.4641 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 <https://www.utexas.edu/student-affairs/policies/title-ix>.

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 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>.

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.
- 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.

Grading Scale

Above 94.0	=	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

COURSE ASSIGNMENTS

Assignment	Percent of Grade
Quizzes	25 %
Policy Analysis & Advocacy Project	60 %
Policy Event Attendance & Reflection	5 %
Active Participation	10 %
TOTAL	100 %

Quizzes

Five unannounced quizzes will be given during the semester (i.e., prior notice of dates will not be given). The lowest grade will be dropped. The four highest grades will be averaged and will count as 25% of the final grade. Each quiz will contain 10 to 15 questions. Each quiz will cover the readings for that class day and the previous class day's work as applicable (readings, lectures, discussion, guest speaker). Questions will generally be multiple choice but may contain true or false, matching, fill-in-the blank, or short answer items. Since one quiz grade will be dropped, NO make-up quizzes will be given unless warranted by a serious illness or emergency that results in a student missing more than one quiz.

Policy Analysis & Advocacy Project

The policy analysis and action project is intended to help students learn more about the legislative process, provide each student an opportunity to analyze an important contemporary legislative issue of particular interest to her or him, and to develop skills in policy practice, including analysis, writing, presentation, and advocacy. The project is composed of 4 main components: (1) a policy brief, (2) either a newspaper editorial or letter to a legislator (LTL), (3) written and oral legislative testimony, and (4) critiques of classmates' testimony. The project is also intended to address the EPAS competency and practice behaviors designated for this course and meet the course's writing and independent inquiry flags. The project will be graded together and count as 60% of the final grade. The weighting scheme for each component is outlined below.

Project Grading Components:

Policy Brief	60%
Editorial or LTL	15%
Written & Oral Testimony	15%
Peer Critiques	10%
	$100\% \times .6 = \text{Your Policy Analysis \& Advocacy Project Grade}$

Getting Started:

Begin by selecting a bill introduced into the 84th session of the Texas legislature or the 114th U.S. Congress. The Texas Legislature Online website (<http://www.capitol.state.tx.us>) and THOMAS (Library of Congress) (<http://thomas.loc.gov/home/thomas.php>) are good ways to search for state and federal bills, respectively. The course instructor will help you get started with the process. Select a bill that addresses a social welfare issue of interest to you. Identify legislators, organizations, groups, and committees that have worked on the bill or issue or are currently working on the issue(s) or in the field the bill addresses. You may wish to work with organizations or committees involved in the issue. Read the bill and become familiar with its content, as well as related proposals to modify/amend the bill or replace it with other legislation. Investigate the bill's background and legislative history. Conduct a literature review and identify scholarly references and other reports or studies that address the bill and provide evidence about what the effects of the bill might be. Seek the opinions or positions of those with various views on the issue and determine which groups and individuals (e.g., legislators, professional groups, citizen advocacy groups) support, oppose, or are neutral on the issue and their rationale, including any evidence they believe supports their position. Students may work with a partner or in a small group to gather and discuss information; in fact, you are encouraged to do so as part of the learning process, but each student must independently compose his or her brief, editorial or letter, and testimony. It may help to approach this project by

thinking of yourself as a policy analyst employed by a social welfare agency (governmental or private) or a think tank, an aide working for a state legislator, or a staff member of a legislative committee. In any case, your job is to educate others about the bill and the issue it addresses and provide reasons for supporting, not supporting, or remaining neutral on the bill.

Your policy brief should be 6 to 8 tightly written pages (not including references and appendices [if any]) and written in a way that is engaging and targeting a specific audience. Cite at least 10 scholarly references. In addition, you may also cite relevant newspaper articles or other credible popular media. You are encouraged to use graphs, charts, quotes, vignettes, or other devices to make the brief informative and appealing to read.

Your editorial should be 650 to 750 words –or- the letter to a legislator (LTL) should be a full one-page including appropriate salutation. Your testimony should be written in such a way that it can be delivered in 3-4 minutes. In addition to submitting your brief, editorial or LTL, and testimony in written form to the instructor, the class will be divided into small groups and each member will be asked to critique the written testimony of two other class members so that each class member can improve his or her testimony before the oral presentation. Provide at least one sentence that describes the strengths of your classmates' testimony and two to three that suggest how the testimony might be strengthened or improved. Also note any questions that come to mind. Provide the critiques to your two classmates and to the instructor. Be sure to include your name on the critique.

Handouts will be provided and class sessions will address to how to identify a bill; write a policy brief, editorial, and LTL; how to write and deliver testimony; and how to provide feedback to classmates. Draft project components will be due at various times throughout the semester. The more effort you put into your work the first time you submit it, the more meaningful or useful the feedback will be. Revise each assignment as needed before submitting your final work on December 3rd unless no suggestions for improvement have been made.

Policy Event Attendance & Reflection

In lieu of class on Tuesday, September 8th, students should plan to attend the [2015 Liz Carpenter Lecture by Robert Reich](#) on September 8th from 7:00pm to 8:30pm at the LBJ Library. The event is free and open to the public. Students will then write a one-page reflection paper about the event and submit a hard-copy to the instructor by September 17th. If a student is unable to attend this policy event due to illness or a prior commitment, they may select an alternative policy-related event in September or October (i.e., campus lecture, Texas legislative interim committee meeting, City Council meeting, County Commissioner meeting, School Board Meeting, etc.) and attend the event for a minimum of one hour. Alternative policy events must be pre-approved by the instructor and the one-page reflection is due by November 3rd. Policy event attendance and the written reflection will count as 5% of the final course grade.

Active Participation

Ten percent of the course grade is for Active Participation. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. Failure to demonstrate through discussions that one has completed the readings will be considered in assigning the participation portion of your grade. Those who seldom speak in class can expect lower participation grades and may be called upon to engage in class discussion. Those who have no trouble speaking in class need to be aware of the needs of others to meet this expectation, as well, and thus thoughtfully yield the floor to them, when they volunteer to speak.

Assignment Due Dates

September 15: Plan for the policy analysis & advocacy project (see appendix)

September 17: Policy event reflection (all alternative policy event reflections are due November 3rd)

October 6: Part 1 of the policy brief: (a) title, (b) brief identification of the bill and what it is intended to do, (c) problem bill is intended to address and context/background/history of the bill (use references as appropriate), (d) description of the bill and what it intends to accomplish

October 20: Editorial or letter to a legislator

October 29: Part 2 of the policy brief: Revision of Part 1 and submission of Part 2. Part 2 consists of: (a) analysis of the bill using available scholarly and other credible literature and viewpoints of representatives of at least three constituent groups, (b) recommendations for improving/modifying or replacing the bill (use references as needed), (c) a brief conclusion, (d) references cited and other resources, (e) appendices (if needed). Also write a short Executive Summary to be placed at the beginning of the policy brief.

November 5: Written testimony

November 12: Peer testimony critiques

November 17/19: Oral testimony in class

December 3: All final work

GRADING CRITERIA

The final course grade will be based on the following criteria:

Superior Work (A): The assignment significantly exceeds expectations and demonstrates in-depth critical thinking/analysis (e.g. coherent integration of ideas, well-developed ideas).

Good Work (B): The assignment meets all the requirements & demonstrates in-depth critical thinking/analysis.

Average Work (C): The assignment meets the requirements or has minor gaps but fails to demonstrate in-depth critical thinking /analysis. Remember, a course grade of C- (73 points) or lower is considered as a failing grade.

Below Average Work (≤D): The assignment has important gaps: does not meet the requirements or fails to demonstrate in-depth critical thinking/analysis

COURSE CALENDAR

Date	Policy Topic(s)	Readings	Assignments Due
Thursday, August 27	Introductions & Course Overview	<u>Required:</u> DiNitto & Johnson Intro (pg. 1-12) <u>Recommended:</u> Lipsky Ch. 1 & 2	
Tuesday, Sept. 1	Politics & Policymaking	<u>Required:</u> DiNitto & Johnson Ch. 1 & Kush Ch. 7 (pg. 73-81) <u>Recommended:</u> CBPP's Policy Basics & Libby's handbook	
Thursday, Sept. 3			
Tuesday, Sept. 8	****Policy Event at LBJ Library @ 7:00pm (no class)****		
Thursday, Sept. 10	Policy Analysis	<u>Required:</u> DiNitto & Johnson Ch. 2	
Tuesday, Sept. 15	History of Social Welfare Policy	<u>Required:</u> DiNitto & Johnson Ch. 3	Policy project plan (see appendix)
Thursday, Sept. 17			Reflection due
Tuesday, Sept. 22	Poverty & Inequality	<u>Required:</u> DiNitto & Johnson Ch. 4 <u>Recommended:</u> Wilson's <i>When Work Disappears</i>	
Thursday, Sept. 24			
Tuesday, Sept. 29	Social Insurance Programs	<u>Required:</u> DiNitto & Johnson Ch. 5	
Thursday, Oct. 1			
Tuesday, Oct. 6	Welfare Reform	<u>Required:</u> DiNitto & Johnson Ch. 7	Part 1 of policy brief
Thursday, Oct. 8			
Tuesday, Oct. 13	Disability Policy	<u>Required:</u> DiNitto & Johnson Ch. 6	
Thursday, Oct. 15	****Research Day (no class)****		
Tuesday, Oct. 20	Healthcare	<u>Required:</u> DiNitto & Johnson Ch. 8	Editorial or LTL due
Thursday, Oct. 22			
Tuesday, Oct. 27	Education & Jobs	<u>Required:</u> DiNitto & Johnson Ch. 9	
Thursday, Oct. 29			Part 2 of policy brief
Tuesday, Nov. 3	Child Welfare & Older Americans Policies	<u>Required:</u> DiNitto & Johnson Ch. 10	(Alternative reflections due)

Thursday, Nov. 5	(see above)		Written testimony due
Tuesday, Nov. 10	Gender and Sexual Orientation	Required: DiNitto & Johnson Ch. 11	
Thursday, Nov. 12			Peer testimony critiques due
Tuesday, Nov. 17	Oral Testimony		Oral testimony
Thursday, Nov. 19	Oral Testimony cont.		Oral testimony cont.
Tuesday, Nov. 24	Race, Ethnicity, and Immigration	Required: DiNitto & Johnson Ch. 12	
		Recommended: Ta-Nehisi Coates "The Case for Reparations" Auyero, Ch. 10	
Thursday, Nov. 26	****Thanksgiving Holiday (no class)****		
Tuesday, Dec. 1	21 st Century Social Work & Public Policy		
Thursday, Dec. 3	Conclusion & Course Evaluations		All final work

COURSE EVALUATION

In addition to the official Course Instructor Survey that all students will be asked to complete at the end of the term, the instructor will request feedback from students at various points during the term. Students' input is welcome throughout the term to improve the course.

RESOURCES

Social Work

Congressional Social Work Caucus <https://socialworkcaucus-lee.house.gov/congressional-social-workers>

Council on Social Work Education: Public Policy Initiative

<http://www.cswe.org/CentersInitiatives/PublicPolicyInitiative13785.aspx>

NASW Action Center <http://cqrcengage.com/socialworkers/action>

NASW Social Work Blog (Advocacy tag) <http://www.socialworkblog.org/advocacy/>

Social Work Speaks, 10th Edition: NASW Policy Statements

<https://www.naswpress.org/publications/practice/speaks.html>

The Social Work Podcast <http://socialworkpodcast.blogspot.com/>

Government

Texas Legislature Online <http://www.capitol.state.tx.us/>

Congressional Budget Office <https://www.cbo.gov/>

C-SPAN (created for public interest) <http://www.c-span.org/>

Department of Agriculture <http://www.usda.gov/wps/portal/usda/usdahome>
(including)

- Child Nutrition Programs
- SNAP (formerly foods stamps)
- WIC (Women, Infants, and Children)

Department of Health and Human Services <http://www.hhs.gov/>
(including)

- Health Resources and Services Administration
- Administration for Children and Families
- Agency for Healthcare Research and Quality
- Centers for Disease Control and Prevention
- Centers for Medicare & Medicaid Services
- National Institute of Health
- Substance Abuse and Mental Health Services Administration
- Indian Health Service

Department of Housing and Urban Development <http://portal.hud.gov/hudportal/HUD>
(including)

- Community Planning and Development
- Federal Housing Administration
- Fair Housing and Equal Opportunity
- Public and Indian Housing

Department of Labor <http://www.dol.gov/>

Department of Veterans Affairs <http://www.va.gov/>

Supreme Court of the United States <http://www.supremecourt.gov/>

The White House <https://www.whitehouse.gov/>

(including)

- Domestic Policy Council
- National Economic Council
- Office of Management and Budget

THOMAS (Library of Congress) <http://thomas.loc.gov/home/thomas.php>

USA.gov <https://www.usa.gov/>

U.S. Census Bureau <http://www.census.gov>

U.S. Department of Education <http://www.ed.gov/>

(including)

- Federal Student Aid
- Office of Elementary and Secondary Education
- Office of Special Education and Rehabilitative Services

U.S. Government Publishing Office <http://www.gpo.gov/about/>

U.S. House of Representative <http://www.house.gov/>

U.S. Senate <http://www.senate.gov/>

Think Tanks (Progressive = P / Conservative = C / Libertarian = L / Moderate = M / Non-Partisan = N / Texas-Based T)

American Enterprise Institute C <https://www.aei.org/>
Bipartisan Policy Center M <http://bipartisanpolicy.org/>
Brookings Institution M <http://www.brookings.edu/>
Carnegie Endowment for International Peace M <http://carnegieendowment.org/>
CATO Institute L <http://www.cato.org>
Center for American Progress P <http://www.cap.org>
Center for Global Development M <http://www.cgdev.org/>
Center for Public Integrity N <http://www.publicintegrity.org/>
Center for Public Policy Priorities P & T <http://www.cppp.org>
Center on Budget and Policy Priorities M <http://www.cbpp.org>
Committee for a Responsible Federal Budget N <http://crfb.org>
Corporation for Enterprise Development P <http://cfed.org/>
Council on Foreign Relations N <http://www.cfr.org/>
Demos P <http://www.demos.org/>
EastWest Institute N <http://www.ewi.info/>
Economic Policy Institute P <http://www.epi.org/>
Electronic Frontier Foundation M <https://www.eff.org/>
Heritage Foundation C <http://www.heritage.org>
Hoover Institution C <http://www.hoover.org/>
Hudson Institute C <http://www.hudson.org/>
Human Rights Watch P <https://www.hrw.org/>
Information Technology & Innovation Foundation N <http://www.itif.org/>
Institute for Policy Studies P <http://www.ips-dc.org/>
Kaiser Permanente Institute for Health Policy N <http://www.kpihp.org/>
Manhattan Institute for Policy Research C <http://www.manhattan-institute.org/>
Mercatus Center L <http://mercatus.org/>
Migration Policy Institute N <http://www.migrationpolicy.org/>
Milken Institute N <http://www.milkeninstitute.org/>
National Bureau of Economic Research N <http://www.nber.org/>
National Center for Public Policy Research C <http://www.nationalcenter.org/>
New America Foundation M <https://www.newamerica.org/>
Open Society Foundations P <https://www.opensocietyfoundations.org/>
Pew Research Center M <http://www.pewresearch.org/>
RAND Corporation N <http://www.rand.org>
Texas Public Policy Foundation C & T <http://www.texaspolicy.com/>
The Aspen Institute M <http://www.aspeninstitute.org/>
The Commonwealth Fund P <http://www.commonwealthfund.org/>
Third Way M <http://www.thirdway.org/>
Urban Institute P <http://www.urban.org>

Newsletters

The New York Times <http://www.nytimes.com>

The Wall Street Journal <http://www.wsj.com/>

The Washington Post <http://www.washingtonpost.com>

The Washington Times <http://www.washingtontimes.com/>

USA Today <http://www.usatoday.com/>

Political Websites and Blogs (varied partisanship)

Burnt Orange Report <http://www.burntorangereport.com/>

Daily Beast <http://www.thedailybeast.com/>

Daily Kos <http://www.dailykos.com/>

Drudge Report <http://www.drudge.com/>

Feministe <http://www.feministe.us/blog/>

FiveThirtyEight <http://fivethirtyeight.com/>

Generation Progress (formerly Campus Progress) <http://genprogress.org/>

Glassbooth <http://glassbooth.org/>

Glenn Greenwald for Salon http://www.salon.com/writer/glenn_greenwald/

Green Party Watch <http://www.greenpartywatch.org/>

Health Affairs Blog <http://healthaffairs.org/blog/>

Hispanic Trending http://www.hispanictrending.net/hispanic_blogs/

Hit & Run <http://reason.com/blog>

Hot Air <http://hotair.com/>

Huffington Post <http://www.huffingtonpost.com/>

Instapundit <http://pjmedia.com/instapundit/>

Jack & Jill Politics <http://www.jackandjillpolitics.com/>

Latinovations <http://www.latinovations.com/>

Media Matters for America <http://mediamatters.org/>

Mother Jones <http://www.motherjones.com/>

On the Economy (Jared Bernstein) <http://www.jaredbernsteinblog.com>

Politic365 <http://politic365.com/>

Politico <http://www.politico.com>

Poverty & Policy <https://povertyandpolicy.wordpress.com/>

Real Clear Politics <http://www.realclearpolitics.com/>

RedState <http://www.redstate.com/>

Roll Call <http://www.rollcall.com/>

SCOTUSblog <http://www.scotusblog.com/>

Slate Magazine <http://www.slate.com/>

Talking Points Memo <http://talkingpointsmemo.com/>

Ta-Nehisi Coates (for The Atlantic) <http://www.theatlantic.com/>

techPresident <http://techpresident.com/>

The Corner (National Review) <http://www.nationalreview.com/corner>

The Greens <https://www.greenparty.org/>

The Hill <http://www.thehill.com>

The Nation <http://www.thenation.com/>

Think Progress <http://thinkprogress.org/>
Townhall <http://townhall.com/>
Vox <http://www.vox.com/>
Wonkette <http://wonkette.com/>

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Appendix A: Plan for Policy Analysis & Advocacy Project

Your name:

Number, title, and number of the bill you will analyze:

Describe the bill in a few sentences:

Groups, organizations, and individuals you plan to interview:

- 1.
- 2.
- 3.

Others:

Meetings you might attend: