

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

Course Number:	SW382R	Instructors:	Diana DiNitto & Miguel Ferguson
Semester:	Spring 2013	Contact Information:	DiNitto: SSW 3.130B ddinitto@mail.utexas.edu 512-471-9227 Ferguson: SSW 3.122B miguelf@austin.utexas.edu 512-232-5914
Unique Number, Meeting Time, & Meeting Place:	63400, T 2:30 - 5:30, Room 2.122 63420, T 5:30 - 8:30, Room 2.112	Office Hours:	DiNitto: T 1:00 - 2:15; 5:15 -5:45 or by appt. Ferguson: Tues 1:00 - 2:15; Weds 1:00 - 2:15 or by appt.

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.
Assignment matches: Quizzes, book review, legislative analysis and action project

PB26 Collaborate with colleagues and clients for effective policy action. Course objectives 2 & 8.
Assignment match: Legislative analysis and action project

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

The teaching methods used in this course are interactive lectures, involvement in the legislative process, films, guest presentations, weekly readings, framed discussions, group exercises, and student briefings. Student participation is critical to the teaching and learning in this course. As professional advocates, social workers must be able to articulate ideas clearly and persuasively. All students are encouraged to actively participate during in class discussions and with the instructors and teaching assistants during office hours.

IV. Required Readings

Textbooks

DiNitto, D. M. (2011). *Social welfare: Politics and public policy* (7th ed.). Boston: Pearson.

And one of the following:

Edelman, P. (2012). *So rich, so poor: Why it's so hard to end poverty in America*. The New Press.

Reich, R. (2012). *Beyond outrage: What has gone wrong with our economy and our democracy, and how to fix it*. Vintage Books.

Noah, T. (2012). *The great divergence: America's growing inequality crisis and what we can do about it*. Bloomsbury Press.

Friedman, H. (2012). *The measure of a nation: How to regain America's competitive edge and boost our global standing*. Prometheus Books.

Other readings for each week will be made available on Blackboard.

V. 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 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. **Observance of religious holy days:** By UT Austin policy, students are responsible for notifying the instructor 14 days prior to the observance of a holy day. If the due date for a written assignment or

class presentation conflicts with a holy day, see the instructor as soon as possible to discuss a scheduling adjustment. If you miss a class quiz due to a religious holy day, you will have an opportunity to make up the quiz.

3. **Submitting assignments:** (a) All written assignments should be typewritten in 12-point font with reasonable margins; (b) Assignment due dates are noted in the course calendar. **All** assignments are due at the start of the class period. Assignments turned in after the start of class will be considered late for that day unless **prior** arrangements have been made with the instructor. Except in the case of serious illness or emergency, **five points** will be deducted for each day an assignment is late (weekend days included); (c) The *Publication Manual of the American Psychological Association* (APA) is the style manual to be used unless another referencing style is more appropriate for the assignment. 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 give due credit to others will result in a **“0” for the assignment and/or an “F” for the course. Plagiarism is a form of scholastic dishonesty and will be addressed as such (see item 5 below). If you do not know how to cite appropriately, please learn before you submit any assignments.**
4. **The University of Texas Honor Code and Scholastic Dishonesty:** The University of Texas at Austin’s core values 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. Scholastic dishonesty is a violation of the honor code. It harms the individual, all students, and the integrity of the University. UT Austin’s policies on scholastic dishonesty will be strictly enforced. They are found in Appendix C, Chapter 11 of *General Information 2012-2013* (<http://catalog.utexas.edu/general-information/appendices/appendix-c/student-discipline-and-conduct/>) and at the Dean of Students, Student Judicial Services’ website (<http://deanofstudents.utexas.edu/sjs/scholdis.php>). Scholastic dishonesty may result in a report to the MSSW Program Director, the Dean of the School of Social Work, the Dean of the Graduate School, and/or Student Judicial Services. Students may receive an “F” for the course and other sanctions in accordance with University policies, including dismissal from the university.
5. **Course modifications:** Should any modifications or changes need to be made to the course (e.g., calendar, assignments), students will be notified in class and/or by e-mail. Students should check their e-mail frequently, and students who are absent from class should check on announcements made in class during their absence.
6. **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 also notify the instructor of any safety concerns.
7. **Students with disabilities:** Students who require accommodations related to a disability should obtain a letter from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 866-329-3986 video phone). Present the letter to the professor at the beginning of the semester so that needed accommodations can be addressed. For more information, go to <http://www.utexas.edu/diversity/ddce/ssd/>.
8. **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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform the professor/instructor in writing during the first week of class. In the event of an evacuation, follow the instructions of faculty or class

instructors. Do not re-enter a building unless given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office. For more information on emergency procedures and evacuation routes, go to <http://www.utexas.edu/emergency/>.

9. **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. This service is provided through a partnership among 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 go to <http://www.utexas.edu/safety/bcal>.
10. **Electronic Communication:** During the semester, the course Blackboard 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.

VI. Course Assignments and Student Evaluation

Students will be evaluated on (a) quizzes based on class readings, (b) a book review, and (c) a legislative analysis and action project.

A. Quizzes

Six quizzes will be given during the semester on weeks of the instructors' choosing; quizzes **will not be announced in advance**. Each quiz will cover the readings for the week and the previous week's lecture material. Quizzes will have 11 questions but be graded on a ten-point scale (thus, students may miss two questions and still receive a 90%). The lowest quiz grade will be dropped. **The five remaining quizzes will each count for 5% of the final grade, for a total of 25%.** Quizzes will be given at the beginning of the class period. Since one quiz grade will be dropped, make-up quizzes will not be given except in the case of a religious holy day or if a grave emergency/problem results in missing more than one quiz. (PB 25)

B. Book Review

Words Beyond Walls: To enhance course learning about the topics covered in this course, students will interact with members of the "Concerned Lifers" book club, a group of inmates from several prisons in Washington state. Club members have completed critical reviews of the books listed above. Students must respond to the strengths and weaknesses of the book and the Concerned Lifer review in a 6- to 8-page critical narrative. Book club members have been given leeway to include personal reflections and comments about prison life in the course of their review. As a student reviewer, you should analyze the strengths and limits of the inmate's book review, and advance your own ideas about the book's major concepts. Overall, your critique should demonstrate your mastery of the book's content and the Concerned Lifer review and your ability to provide constructive feedback. The review should be in 12-point font with 1.5 spacing. Because this is a short paper, you will need to write clearly and concisely. Note that your own critical review is more important than merely summarizing the main issues and activities of the book or the Concerned Lifer review. A selection of student reviews will be sent to book club members for comment and review. **The book review is due February 26 and is worth 30% of the final grade.** (PB25)

C. Legislative Analysis and Action Project

The purposes of the legislative analysis and action project are to provide an opportunity to learn more about the legislative process and an important contemporary legislative issue of interest to the student; to develop skills in policy analysis, writing, and presenting that are critical to the profession of social work; and to learn more about different roles that social workers and others play in the policy process. **This project is worth 45% of the final grade.** It will include (1) a 6-7-page single-spaced policy brief (not including references), (2) a 700-750-word opinion editorial that can be submitted to a newspaper(s) OR a one-page letter to a legislator, and (3) a brief (approximately 7- to 10-minute) class presentation

in the form of legislative testimony. Please work in groups of three, but if you have a substantial objection to doing so, you may work in pairs or alone.

Appendix A contains a form for writing up your plan for the legislative analysis and action project. Bring this form **to class on February 5**. Turn in a draft of your work by **April 2**. You will receive feedback so that you can revise your work as needed. **The drafts are required (not optional) and are subject to the same penalties as final assignments if turned in late. All final products are due on April 30. Submit all drafts reviewed by the instructor and/or TA with your final products along with the form found in Appendix B.**

To begin:

- Select a bill or two or more closely related bills on a social welfare topic of major concern during the current (83rd session) of the Texas legislature, which began on January 8, 2013 (e.g., health care reform such as changes to Medicaid; testing of elementary and secondary school students; school choice (vouchers); aspects of the budget such as public education or health care funding). Suggested topics will be discussed in class. Students may meet with the instructor and/or teaching assistants to discuss topics and plans for the project.
- Identify particular legislators, organizations, groups, and committees that are working to pass, amend, or defeat the bill. You are encouraged to work with interested groups, and at a minimum, you must attend committee meetings/hearings about the bill.
- Investigate the legislative history of the issue; become familiar with the bill and related proposals/bills to introduce new legislation or modify previously introduced legislation or current policy; seek the opinions of those with various views on the issue, and determine which groups and individuals (such as legislators, professional groups, citizen advocacy groups) are supportive of, opposed to, or neutral on the issue and why.

It may help to approach this project, particularly the policy brief, as if you were working as a staff member of a legislative committee, an aide for a state legislator, or a policy analyst for a governmental or private social welfare agency or another organization concerned about social welfare policy such as a think tank, a membership organization like the National Association of Social Workers, or an advocacy group such as a human services coalition. In any case, prepare the policy brief to thoroughly familiarize your "employer" or others, such as an organization's constituents, about the issue and the bill(s) and help them decide what modifications, if any, are needed and why.

1. The 6-7-page policy brief should be organized in a manner that is relevant to the bill(s) you have chosen and written in the third person. We will discuss how to write a policy brief in class and look at examples of policy briefs. Below are broad topics and points you should cover in your brief to the extent they are important to the bill(s) you selected:

- (a) A brief introduction to the bill(s) stating its/their importance (positive or negative) for social welfare policy in Texas or the nation. The introduction should also include a brief statement of the purpose of the brief (what you intend to accomplish in it or what you want the reader to learn from it).
- (b) A description of the problem/issue that necessitated or preceded the bill(s). What is the nature of the problem? How widespread is it? How many people are affected? Who (everyone? the poor? particular age groups?) is affected and how? What are the problem's known or suspected causes? How will the bill(s) address the problem?
- (c) The bill or bills' historical background, including historical antecedents. How much attention has this problem/issue received historically? How has the problem/issue been handled previously? How has the policy response changed over time? What is the bill(s) or existing policy's legislative history? What recent events led to the bill(s) being introduced? What are other state, federal, nations', or international policies regarding the problem/issue?

(d) A thorough description of the bill(s). How will the bill(s) work if it/they become law? What resources or opportunities is the policy expected to provide (e.g., economic opportunity, cash, in-kind services, redistribution of goods and services, empowerment, status, preventive services, education, other)? Who will be covered by the policy and how (e.g., selective entitlement, universal entitlement, means testing, other)? How will the policy be implemented? What are the policy's intended short- and long-term goals and intended outcomes? Under what administrative auspices will the policy be further developed and implemented? What funding is needed? What provisions are made for overseeing, evaluating, and coordinating policy implementation? What criteria will be used to determine the policy's outcomes and effectiveness? How long is the policy expected to exist (i.e., is there a specific requirement for review and continuation)?

(e) Identification of individuals and groups concerned about the policy issue and their positions on the bill(s). Interview concerned individuals and groups (e.g., elected officials, legislative assistants, members of citizens' or advocacy groups, human service providers, consumer group members) and attend meetings of organizations, agencies, and committees where the issue is discussed. Incorporate information gleaned from these activities in the analysis section of your brief (see point f below) and cite them correctly in the reference section. Do not simply list the individuals and groups concerned and their positions.

(f) An analysis of the policy. The points covered in items f, g, and h are the **heart of the policy brief** and should comprise at least half of the paper. Your analysis should reflect a model of policy analysis studied in this class or found in another source. Address issues such as the value premises or ideological assumptions that underlie the policy. On what knowledge base or scientific grounding, if any, does the policy rest? Is there empirical evidence that the policy may achieve its intended result? Are the goals just, democratic, and attainable? Do they contribute to a better quality of life for the target population by promoting social and economic justice, self-determination, self-realization, civil liberties or rights, empowerment, or other benefits, or do they adversely affect the quality of life of the target or other groups?

(g) Your conclusions. Based on your objective analysis, what conclusions have you reached about the bill(s) (proposed policy)? Are the goals politically feasible--i.e., is there sufficient support to pass the proposed legislation or to sustain its implementation? Is public sentiment favorable toward the goals? Are the goals of the proposed policy economically feasible--i.e., is sufficient funding available to implement the policy and is it likely that funding will be continued as needed in the future? Are the goals administratively feasible--i.e., are there responsible administrative agencies capable of effectively implementing the policy to achieve its stated goals? Might alternative policies better achieve the goals? Is the policy important enough to justify the expenditure of scarce resources?

(h) Your recommendations. What are your recommendations regarding the proposed policy? Do you recommend it as it is currently stated? Would you suggest modifications? How would you improve it?

(i) At least 15 scholarly references and three interviews correctly cited in APA format. Include both theoretical and empirical scholarly references and be careful about dubious sources of information (e.g., unsubstantiated references from unknown sources on the Internet). You may ALSO include references from the popular literature (newspapers, magazines) but these do not substitute for the minimum of 15 scholarly references.

THE POLICY BRIEF SHOULD PROVIDE A BALANCED, UNBIASED, CRITICAL EVALUATION OF THE BILL(S), PRESENTING ACCURATELY AND FAIRLY EMPIRICAL EVIDENCE AS WELL AS PROPONENTS AND OPPONENTS' POSITIONS. NO MATTER HOW STRONGLY YOU FEEL ABOUT THE POLICY ISSUE(S) and BILL(S), YOU ARE PRESENTING AN OBJECTIVE ANALYSIS TO HELP OTHERS MAKE DECISIONS.

2. Your editorial or letter to a legislator should be based on your research for the policy brief AND your position on the proposal. If you are preparing to write an editorial, study the op-ed page of newspapers such as the *Washington Post*, *New York Times*, *Wall Street Journal*, *Houston Chronicle*, *Austin American-Statesman*, or your hometown paper and read the paper's instructions for submitting an editorial. Generally, they are about 700 to 750 words. If you decide to submit your editorial to a newspaper and it gets published, you will receive 5 extra points toward your final grade. Instructions on writing an editorial and letters to legislators will be provided.

3. Make a 7- to 10-minute presentation to the class in the form of mock legislative testimony. Instructions for developing and presenting legislative testimony will be provided. Take a couple minutes to set the stage by explaining the bill and its current status in the legislature (e.g., tabled, in committee, passed); then use the remaining time to present your testimony. To reinforce the points you make, use a handout such as a written version of your testimony or your editorial or a talking points sheet.

Criteria for Evaluating Legislative Analysis and Action Projects:

1. **Completeness and thoroughness:** How fully has the topic or issue been addressed? Has the topic or issue been sufficiently researched using scholarly and other resources, interviews, and other means in order to gain differing perspectives and full knowledge of the issue? Has the theoretical and empirical literature on the subject been incorporated in the project? Does the work leave the reader with the impression that major questions have been considered, or are important issues left unaddressed? Has the work been carefully proofread?
2. **Organization and clarity:** Is the policy brief or other product well written and organized in a logical manner? Are there appropriate transitions between sentences, paragraphs, and sections? Are the sentence structure, syntax, and grammar of appropriate quality? Have descriptive headings and subheadings been used to improve organization of the policy brief? Are issues addressed in a way that someone unfamiliar with them can understand as well as someone knowledgeable about them? Are editorials, letters to a legislator, or talking points handouts presented appropriately for that medium, e.g., bullets used, writing is succinct, etc.
3. **Referencing:** Are there a sufficient number of (at least 15) appropriate references? Has referencing been done according to American Psychological Association (APA) or other appropriate referencing style? Are the references well integrated in the text? Are short direct quotations noted in quotation marks; are longer direct quotations indented, and are page numbers or paragraph numbers for non-paginated electronic sources indicated for all direct quotations? Are indirect quotes paraphrased sufficiently?
4. **Originality and Creativity:** Does the work demonstrate a thorough understanding of the issues, varying viewpoints that have been compared and contrasted, and political considerations that will likely influence the legislation? Does the work demonstrate that the writer's or writers' analytical skills have been used in a way that suggests more than a restatement of what others have said about this issue, and have points been suggested that others have not addressed? Is the work written and formatted in a way that will gain the intended audiences' interest and attention?

Grading Scale: The grade for each course assignment and the final course grade will be based on the following scale:

100 - 94 = A Work is exceptional on all criteria	76 - 74 = C
93 - 90 = A-	73 - 70 = C-
89 - 87 = B+ Work is good/very good on all criteria	69 - 67 = D+ Work is inadequate on some criteria
86 - 84 = B	66 - 64 = D
83 - 80 = B-	63 - 60 = D-
79 - 77 = C+ Work is adequate on all criteria	59 & below = F Work inadequate on most/all criteria

VII. Course Calendar

Date	Topics	Readings (text)	Assignments Due
Week 1 Jan. 15 DiNitto & Ferguson	<p>Introductions of instructors and students</p> <p>Course overview</p> <p>What is policy practice and what do policy practitioners do?</p> <p>Politics and rationalism in social welfare policy</p>	<p>DiNitto, Introduction: Politics, Rationalism, and Social Welfare Policy; Chapter 1, "Politics and the Policymaking Process"</p> <p>Handouts on writing policy briefs, editorials, and letters to elected officials</p>	
Week 2 Jan. 22 Ferguson	<p>Theories of the welfare state</p> <p>Great counter-historical moments</p> <p>The Great Depression and The Social Security Act</p> <p>What does "It's time to raise less corn and more hell!" mean?</p>	<p>DiNitto, Chapter 3, "Politics and the History of Social Welfare Policy," pp. 68-90</p>	
Week 3 Jan. 29 Ferguson	<p>Poverty and inequality in America</p> <p>Women, children & poverty</p> <p>The importance of SNAP (formerly known as food stamps)</p> <p>"Are teen moms really the problem?"</p>	<p>DiNitto, Chapter 4, "Ending Poverty: Is It An Issue Anymore?"; Chapter 11, "The Challenges of a Diverse Society: Gender and Sexual Orientation," pp. 415-439</p>	
Week 4 Feb. 5 Ferguson	<p>Poverty and inequality cont'd</p> <p>The EITC & the minimum wage</p> <p>The Latino experience in the U.S.</p> <p>Demographic trends in Texas</p> <p>Immigration and its discontents</p>	<p>Chapter 9, Preventing Poverty: Education and Employment Policy"; Chapter 12, "The Challenges of a Diverse Society: Race, Ethnicity, and Immigration," pp. 480-492</p>	<p>Submit plan for Legislative Analysis and Action Project (see Appendix A)</p>
Week 5 Feb. 12 Ferguson	<p>African-American history month</p> <p>The African-American experience and the arc of history</p> <p>African-American poverty & inequality</p> <p>"Progress with durable inequality?"</p>	<p>Chapter 12, "The Challenges of a Diverse Society: Race, Ethnicity, and Immigration," pp. 455-480</p>	

Week 6 Feb. 19 Ferguson	The Great Recession and its aftermath Conservative social policy Corporate welfare The impact of the 2012 elections	DiNitto, Chapter 3, "Politics and the History of Social Welfare Policy," pp. 90-101	
Week 7 Feb. 26 Ferguson	Discussion of book reviews Mass incarceration and its impact on families and communities "Will the prison industrial complex drag us down?"	Book you have selected for review Next Tues. is Social Work Advocacy day in Texas. We will discuss next week's activities and how to participate	Book review due
Week 8 Mar. 5 DiNitto & Ferguson	Class day at the legislature Consultation on legislative analysis and action projects	NASW Texas Social Work Advocacy Day at the capitol	
Week 9 Mar. 12	Spring break: No class		
Week 10 Mar. 19 DiNitto	Refresher on writing policy briefs, editorials, and letters to elected officials Two strategies for helping families with young children: Child support enforcement and Temporary Assistance for Needy Families (TANF) How other countries do it, why they do it this way, and what difference it makes	DiNitto, Chapter 2, "Analyzing, Implementing, and Evaluating Social Welfare Policy"; Chapter 7, "Helping Needy Families: An End to Welfare As We Knew It" Review handout on writing policy briefs, editorials, and letters to elected officials	
Week 11 Mar. 26 DiNitto	Child welfare policy: Protection from abuse and neglect, foster care, adoption, disproportionality and other issues plaguing the system Social services for older adults: Protection from abuse, neglect, and exploitation, guardianship, conservatorship, long-term care, and other issues as Americans live longer Inner workings of the Texas legislature and an update on the 83 rd session	DiNitto, Chapter 10, "Providing Social Services: Help for Children, Older Americans, and Individuals with Mental and Substance Use Disorders," pp. 364-392	

Week 12 Apr. 2 DiNitto	<p>Social Security: Is the world's largest social welfare program in crisis?</p> <p>Patty Duke and George Takei (Hikaru Sulu) enroll in the Social Security retirement program</p> <p>Class exercise: Saving Social Security</p>	DiNitto, Chapter 5, "Preventing Poverty: Social Insurance and Personal Responsibility"	Draft of legislative analysis and action project due
Week 13 Apr. 9 DiNitto	<p>Path dependence and the road to health care reform</p> <p>Is it fair to call it "Obamacare"?</p> <p>A global tour of health care policy: Frontline film "Sick Around the World" and related class exercise</p> <p>Firing the next salvos in healthcare reform</p>	DiNitto, Chapter 8, "Financing Healthcare: Can All Americans Be Insured?"	
Week 14 Apr. 16 DiNitto	<p>The social construction of disability policy</p> <p>New visions for reconstructing disability policy</p> <p>Taking action when disability policy doesn't work</p>	DiNitto, Chapter 6, "Disability Policy: From Public Assistance to Civil Rights"	
Week 15 Apr. 23 DiNitto	<p>How social policy can end the war on drugs</p> <p>Closing the mental health and substance abuse services gap</p> <p>Begin brief project reports</p>	DiNitto, Chapter 10, "Providing Social Services: Help for Children, Older Americans, and Individuals with Mental and Substance Use Disorders," pp. 392-414	
Week 16 Apr. 30 DiNitto & Ferguson	<p>Brief project reports</p> <p>What's ahead in social welfare policy?</p> <p>Wrapping up the semester: Your future in social welfare policy</p> <p>Course instructor survey</p>	DiNitto, "Conclusion: Politics, Rationalism, and the Future of Social Welfare Policy"	Final legislative analysis and action project due

VIII. 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.

IX. Additional References

Alinsky, S. (1971). *Rules for radicals: A practical primer for realistic radicals*. New York: Vintage Books.

Amidei, N. (2010). *So you want to make a difference* (16th ed.). Washington, DC: OMB Watch.

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- Birkland, T. A. (2011). *Introduction to the Policy Process: Theories, concepts, and models of public policy making* (3rd ed.). Armonk, NY: M. E. Sharpe.
- Blau, J. (2010). *The dynamics of social welfare policy* (3rd ed.). New York: Oxford University Press.
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- Day, P. (2009). *A new history of social welfare* (6th ed.). Boston: Pearson.
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Appendix A: Plan for Legislative Analysis and Action Project

Your name(s):

1.

2.

3.

Topic of interest:

Number, brief title, and two to three sentence description of bill(s) you will track and analyze:

Appendix B: Report of Legislative Analysis and Action Project

Your name:

Your team members' names (if any):

1.

2.

Number and brief title of bill(s) you tracked:

Legislative committee meetings and other events you attended (include a brief description of each):

Your contributions to the project, including written products:

Other information you wish to provide about your work: