

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

Course Number: N3815
Unique Number: 94855
Semester: Summer, 2012
Meeting Time: T & TH 1:30-4:00
SSW 2.132

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SCHOOL OF SOCIAL WORK

THE UNIVERSITY OF TEXAS AT AUSTIN

SOCIAL POLICY ANALYSIS AND SOCIAL PROBLEMS

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.

COURSE OBJECTIVES:

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

- ◊ Understand the dominant historical themes that have shaped social welfare policy in the United States;
- ◊ Understand the economic and political constraints and opportunities in the development of social welfare problems and policies;
- ◊ Understand the relationship between the history of the social work profession and the development of social welfare policy;
- ◊ Apply social work values to critically analyze social problems;
- ◊ 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;
- ◊ Understand social welfare policy arenas impacting service delivery, social work practice, and attainment of individual and social well-being;
- ◊ Understand how social policies differentially affect diverse populations in American society; and
- ◊ 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.

TEACHING METHODS

Teaching involves a partnership between the instructor and the student in a collaborative and passionate commitment to the mutual learning process. My philosophy of teaching is to provide students with relevant content in the form of presentation, text and instructional activities that assist students in the integration of the material. Within the field of social work, content delivered without its applicability to micro, mezzo and macro level practice is irrelevant to the student that gravitates to the profession to be an agent of social change.

Essentially, as an instructor I see my role as one, to create a safe learning environment that two, allows for the sharing of ideas, in-depth critical analysis and integration of the material.

COURSE POLICIES

1. Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values.
2. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism.
3. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.
4. Punctuality and timeliness are important for social work practitioners. Class attendance is expected. **Missing more than two classes will result in loss of a letter grade. It is your responsibility to sign the weekly attendance sheet. Students can check the number of their absences listed on blackboard, if the information is inaccurate it is the responsibility of the student to notify the instructor before final grades are posted.** The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.
5. Students are expected to be active in the learning process, to do the assigned readings and participate in the class activities and discussions. If you do not have a personal computer with Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.
6. Assignments should be turned in at the beginning of class on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will not be accepted.
7. The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the Co-op.

UNIVERSITY POLICIES

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

Professional Conduct in Class. The professor expects students to act like 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

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://www.utexas.edu/depts/dos/sjs/>).

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). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. 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/>.

Religious Holidays. By UT Austin policy, students must notify the professor of a pending absence at least 14 days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a 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.

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 to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

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

Behavior Concerns Advice Line (BCAL) . If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership 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 visit <http://www.utexas.edu/safety/bcal>.

Emergency Evacuation Policy. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors 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 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’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Electronics in Class. Turn off and put away your cell phones and laptops before class begins.

REQUIRED TEXTS, AND MATERIALS

Required Text:

Segal, E. (2010). 3rd Edition. *Social Welfare Policy and Social Programs: A Values Perspective*

United States: Brooks/Cole

Texts can be purchased at University Co-op, 2246 Guadalupe, 476-7211, website: <http://www.universitycoop.com>.

Required Readings can be found on blackboard according to week the readings are assigned.

COURSE REQUIREMENTS

Active Learning Contract: Cooperative, Active, Student-Directed Learning (10 points)

The M.S.S.W. program is a concentrated and rigorous program. It requires a high level of commitment from you with regard to your professional learning. In addition, it requires you to be: a.) the chair of your agenda, understanding that no one else can do your learning for you, b.) aware of external or internal distractions keeping you from the “here and the now” purpose and successful completion of this course, and c.) responsible for asking questions, finding information, and challenging yourself to facilitate your learning. Instructor will award half of the active learning points based upon observation, and students, based upon their own individual assessment, will award themselves the remaining points. *Turn in your active learning contract points with a 2 sentence explanation as to why you have earned those points on 7/30.*

Expectations: Active Learning

- Participate in an interactive educational process grounded in course readings. Content (e.g., readings and lecture material) and process (e.g., classroom experiences) as being interdependent and mutually enhancing. Both are necessary for an optimal learning experience.
- Active, cooperative learning is a requirement of this course. You will learn via listening, talking together, reading with a critical eye, and writing in response to what you read and experience. Your thoughtful contributions in each of these modes of active learning are an important aspect of the learning environment.
- Raise questions, express your viewpoints, and engage in small and large group discussions and experiential exercises.
- Participate in a professional manner that includes respectfulness with regard to difference. If you have any questions or concerns about this requirement, please talk to me before you continue in the class.

In summary, the seminar process reflects an interdependent and reciprocal system of relationships among all the members of the learning community.

Criteria for Evaluation:

- √ Evidence that you have reflected upon and integrated material learned via readings, assignments, and class.

- ✓ Degree to which your communication is relevant.
- ✓ Evidence that you are present (mind, body, and spirit).
- ✓ Attendance, students are expected to attend all classes.
- ✓ Arrival on time.
- ✓ Adherence to the NASW Code of Ethics (included on blackboard).

Reflection 1: Social Welfare, Values and Beliefs (10 points). Write a 3-4 page essay reflecting upon the following questions related to your critical analysis of the assigned readings. This assignment requires you reflect upon the how values and beliefs play an important role in social welfare responses. References from the Segal (2010) text should be cited where appropriate.

- Individualism, self-reliance, interdependence are strong values in the United States. What are some values held by other cultures that are important? Is there a way to ascertain which values are better or worse? Consistent with social justice?
- Identify a period in history in which individualism seemed strong. What were the social welfare responses of the time that reflected the strong beliefs in individualism? Are there consequences to believing in the importance of individualism and self-reliance for social work clients? For ourselves? What would be some of the limitations and benefits of such values?
- Identify a period of history in which social responsibility seemed strong. What were the social welfare responses of the time that reflected the strong beliefs in social responsibility? Are there consequences of believing in the importance of social responsibility for social work clients? For ourselves? What would be some of the limitations and benefits of such values?
- How have social policies in the United States reflected the contradiction of aiding and stigmatizing individuals in need? Explain with an example.
- How has the concept of fairness been important in your life? Do you think people intuitively recognize when something is unfair, or do you think it must be pointed out to them?
- How do your values and beliefs shape your ideas about what our social welfare or social service system should look like in the U.S.?

3-4 pages, typewritten, double-spaced, with 1 inch margins. Headings should appear left aligned as shown below:

Last Name, First Name/Date/Reflection # 1

Criteria for Evaluation:

- ✓ Reflective responses to the questions listed above, when appropriate citing from the text as evidence supporting your points and a bibliography.
- ✓ Clarity and timely completion of the assignment (late reflections will not be accepted).

Due: 6/13

Op-Ed/Advocacy Project (10 Points)

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

The team of two students will familiarize themselves with the relevant materials on how to draft an op-ed. These materials are located in a folder titled "Op-Ed" on blackboard. Time in class will be dedicated to how to write an op-ed piece.

Requirements:

- The op-ed should be between 500 to 750 words, single spaced is 1 and half pages long.
- Identify a clearly defined topic and theme.
- Couple the voice and opinions of the writers with solid research sources.
- Determine where the most appropriate newspaper is to send the op-ed and email it to the appropriate individual.

Criteria for Evaluation:

- ✓ Clarity and timely completion of the assignment.
- ✓ Turn a hard copy of the email sent to the instructor.

Due: 7/25

Social Welfare Policy Field Assignment (15 Points)

This field assignment gives you the opportunity to learn about social welfare policy and public benefits programs from a client's perspective by navigating the social welfare system. Choose **one** of the four field assignments and write a 3-4 page essay answering the questions related to the particular experience.

3-4 pages, typewritten, double-spaced, with 1 inch margins. Headings should appear left aligned as shown below:

Last Name, First Name/Date/ Social Welfare Policy Field Assignment

1. APPLY FOR AN ENTRY LEVEL JOB

Describe the job.

What are the necessary qualifications?

What is the hourly wage?

Are there benefits? Vacation? Sick Leave? Health Insurance?

Is there a chance to earn overtime?

What are the hours, other expectations of the position?

Is there opportunity for advancement?

What are your overall impressions and observations?

What are the relevant social welfare policies or theories? **Cite two outside references to support your answer, include a bibliography.**

In what ways did this assignment help you understand how social welfare policy impacts the attainment of individual and social well-being?

2. HOW DOES ONE CASH A CHECK WITHOUT A BANK ACCOUNT?

Where does one go? Is it accessible?

What is the surrounding neighborhood like?

What identification/verification is needed?

What is the cost?

How does the cost compare to the cost if one has a bank account?

Do they provide loans? At what cost?

What are your overall impressions and observations?

What are the relevant social welfare policies or theories? **Cite two outside references to support your answer, include a bibliography.**

In what ways did this assignment help you understand how social welfare policy impacts the attainment of individual and social well-being?

3. SECURE A SAFE AND AFFORDABLE RESIDENCE

What space is available for what price?

What verification/supporting documentation is needed?

What are the costs to apply?

Is there a security deposit? Other non-refundable costs?

Check on rent-to-own furnishings. What is the cost?

What are your overall impressions and observations?

What are the relevant social welfare policies or theories? **Cite two outside references to support your answer, include a bibliography.**

In what ways did this assignment help you understand how social welfare policy impacts the attainment of individual and social well-being?

4. APPLY FOR PUBLIC ASSISTANCE (i.e., Food Stamps, TANF)

What was the application procedure?

What documents do you need?

What are the eligibility criteria?

How much will you receive and for how long?

Describe the office and caseworkers.

What were the dynamics of your interactions with the staff?

What are your overall impressions and observations?

*What are the relevant social welfare policies or theories? **Cite two outside references to support your answer, include a bibliography.**

In what ways did this assignment help you understand how social welfare policy impacts the attainment of individual and social well-being?

3-4 pages, typewritten, double-spaced, with 1 inch margins. Headings should appear left aligned as shown below:

Last Name, First Name/Date/Social Welfare Policy Field Assignment

Criteria for Evaluation:

✓ Clarity and timely completion of the assignment.

- ✓ Reflective responses to the questions listed above and citing two outside references to support the question related to social welfare policies and theories.*

Due: 7/11

Final Project: Policy Brief (35 Points)

Write a 6-8 pages, single spaced, approximately 3000 words policy brief providing policy advice on the social issue the group is interested in impacting. Drafting a policy brief will also be covered in class and materials related to how to write a policy brief can be found in a folder titled, "Policy Briefs." Groups will have an opportunity to present their policy briefs to the appropriate staff members on 7/25 after the class takes a tour of the State Capitol.

Title of Brief:

Executive Summary:

This should be a short summary (approx. 150 words) of the purpose of the brief and its recommendations. Indicate in an additional sentence the audience for whom the brief is intended.

Statement of Issue/Problem:

Phrase the topic as a question that requires a decision. This can be as short as one question. Here are a few examples:

What role can the audience play in enhancing the issue?

Why should they get involved?

How should they respond?

Background of the problem:

Include the essential facts that a decision maker "needs to know" to understand the context of the problem. Assume that you have been hired to filter through reams of information on behalf of a very busy and sleep-deprived person. Be clear, precise, and succinct and include at least ten scholarly references in the discussion.

Statement of why it is of interest to you.

This is meant to remind the reader of why the issue matters to them.

Pre-existing Policies

This summarizes what has been done about the problem thus far. The objective of this section is to inform the reader of policy options that have already been pursued, if any. Note that the absence of action may be considered a policy decision.

Policy Options:

Please provide the decision maker with at least three potential courses of action. Some of them may be wildly unrealistic in your opinion, but please pose them as policy options nonetheless.

Advantages and Disadvantages of Each Policy Option:

You may present the pros and cons of the options in bullet points or outline format.

Your Recommendation.

After prioritizing the relative pros and cons of the above options, please recommend one option. Yes, this may require going out on a limb on an extremely complex issue that challenges your ethical instincts.

Sources Consulted or Recommended.

This is essentially an annotated bibliography in the event that the decision maker has the interest and time to read up on a specific issue. Please provide a one to three sentence description and evaluation of at least ten scholarly sources listed in this section. Aside from standard books and scholarly articles, credible on-line sources and personal interviews can be added to the required ten scholarly based annotated bibliographies.

Addendum: Influencing the Course of Social Welfare Policy

Citations are not necessary for this following portion of the paper. This section offers the group the opportunity to think about the questions that would need to be answered in order to continue to influence the important social issue.

- What is your objective of impacting this social issue? How much should you seek to win and why?
- Who is your primary audience, the person or institution with the authority to deliver what it is recommended? How are they likely to react to your policy brief?
- What kind of coalition and alliances do you need to form? How would you recruit these allies? What resources will your coalition need and what groups would likely bring those to the table on your issue?
- What is your advocacy message and why?
- Who are the individuals and/or communities impacted by your policy recommendation? How do they see the situation?
- Who is your opposition? What will their strategy be and how might you counter it?
- What kinds of actions will your coalition use? What actions won't you use? Why?
- What is your plan to get media attention to your policy brief?
- How will you evaluate your strategy to see if it is working?

Criteria for Evaluation:

- ✓ Adherence to the required elements of the assignment
- ✓ Quality of analysis and depth of understanding of the topic.
- ✓ Logical and well-organized presentation of your arguments, and conclusions that are clearly drawn from your arguments.
- ✓ Appropriate use of references, include a bibliography, using sources beyond those provided by the instructor. Be careful about using Internet sources; it is your responsibility to ensure the source you cite is credible.
- ✓ Appropriate grammar and spelling, and evidence that the assignment has been proofread.

Due: 7/30

Policy Brief Group Presentation (15 Points):

This presentation should involve all group members and cover the following topics addressed by the Policy Brief: *Statement of Issue/Problem, Background of the problem, Statement of why it is of interest to you, Pre-existing Policies, Policy Options, Advantages and Disadvantages of Each Policy Option, Your Recommendations.* The presentation should be approximately 45 minutes with the use of Powerpoint and/or other audiovisuals, such as video clips. As part of the presentation, the group will lead a class discussion related to the policy brief. Each group should prepare a detailed plan for their facilitation of the group discussion, including the use of discussion prompts or questions.

Handout: (5 points):

Sources Consulted or Recommended.

This is essentially an annotated bibliography in the event that the class has the interest to read up on a specific issue. Please provide a one to three sentence description and evaluation of at least ten scholarly sources. Aside from standard books and scholarly articles, credible on-line sources and personal interviews can be added to the required ten scholarly based annotated bibliographies.

GRADING:

Grades will be assigned according to the cumulative number of points the student has earned on the required assignments:

A= 90-100 B=80-89 C=70-79 D= 60-69

A = 100-96 SUPERIOR: Significantly exceeds assignments/performance expectations,
Demonstrates a high level of in-depth critical thinking and analysis that involved coherence and integration of ideas.

A- = 95-90

B+ = 89-87 GOOD: Assignment/overall performance in course meets all the requirements with evidence of critical thinking and analysis.

B = 86-84

B- = 83-80

C+ = 79-77 AVERAGE: Assignment/performance meets the requirements, lacks evidence of in depth and analysis of the material.

C = 76-74

C- = 73-70

D+ = 69-67 BELOW AVERAGE: Requirements for assignments and critical thinking and analysis skills is lacking.

D= 66-64

D-= 63-60

59 and below F

Requirements for all Written Assignments

- All written assignments must be typed, double-spaced, and formatted in accordance with the *Publication Manual of the American Psychological Association* (6th ed.). The instructor will evaluate your writing on the basis of content, format, and writing style (organization, clarity, grammar, punctuation, etc.). See handout, *Writing Guidelines*, for further information.
- All students are expected to conform to the rules of scholastic honesty as outlined in the General Bulletin of the University of Texas at Austin. Scholastic misconduct will result in automatic failure of the course.

Persons with Disabilities. The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of Dean of Students at 471-6259; 471-4641.

COURSE SCHEDULE

Complete reading assignment for each date before coming to class.

DATE	DESCRIPTION	ASSIGNED READINGS	ASSIGNMENT DUE
Week 1 6/6	Social Policy and Social Welfare <ul style="list-style-type: none"> • Introductions • Overview: Course Themes Meaning of Social Welfare What is Social Policy? Purpose of Social Policy • Values and beliefs 		
Week 2 6/11 6/13	Perspectives on Social Welfare and Social Welfare Policy <ul style="list-style-type: none"> • The Context of Social Policy • Social Construction of Social Problems • The Institution of Social Welfare Historical background of social welfare <ul style="list-style-type: none"> • Colonial Period - Elizabethan Poor Laws 	Text: Segal (2010) Chapter 1, 2 Blackboard: Capitol Digest (May 22, 2013), A12. Daley, (2013), A12. Espo, (2013), A2 Fram, (2013), A3 Haigh(2013), A3 Soss (2001), 378-395. Tomlinson (April, 4, 2013, B3. Ward (2013), A13.	 Reflection #1

	<ul style="list-style-type: none"> • Industrialization • Progressive Era - Settlements and Charity Organization Societies • New Deal Era - Social Security Act • Post WW II • War on Poverty - Anti-poverty programs • Current State of Social Welfare 		
<p>Week 3</p> <p>6/18</p>	<p>Models of Policy Development</p> <p>Frameworks for policy analysis</p> <ul style="list-style-type: none"> • The context and theories of social welfare policy • Basic concepts of social welfare • Functions and roles of social welfare in society 	<p>Text:</p> <p>Segal (2010)</p> <p>Chapter 3</p> <p>Blackboard:</p> <p>Austin American Statesman(March 21, 2013), A9</p> <p>Capitol Digest (May, 3, 2013), B4.</p> <p>Chambers (2009), 215-235.</p> <p>Charlton (2013), A6.</p> <p>Dobelstein (2003), 2-109</p> <p>Edelstein, S. (February 8, 2013</p>	
<p>6/20</p>	<p>How policy is made:</p> <ul style="list-style-type: none"> • Identifying social problems • Analyzing key policy components • Analyzing policy implementation • Assessing outcomes of policy decisions 	<p>Federation for American Immigration Reform. (January 2011), 1-8.</p> <p>Grovum, J. (May 26, 2013), A4</p> <p>Kuhnhehn (2013), A3.</p> <p>Liptak (2013), A1, A10.</p>	

	<ul style="list-style-type: none"> Resources for policy research and analysis Policy Briefs 	Capitol Digest (May, 22, 2013), B5	
<p>Week 4</p> <p>6/25</p>	<p>Political Economy of U.S. Policy</p> <p>Economic System and Social Justice</p> <p>Social Justice and Civil Rights</p>	<p>Text</p> <p>Segal (2010)</p> <p>Chapter 4, 6</p> <p>Blackboard:</p> <p>Alexander(March, 11, 2013), A1, A4. Austin American-Statesman(February 15, 2013), A5. Austin American-Statesman (April 5, 2013), A8 Castillo (2013), A7 D'Angelo(2009), Issue 10, 193-207 D'Angelo (2009), Issue 2, 32-39 Kumar, (2013), A15 Lindell (May, 22, 2013), B5 Lindell (April 17, 2013), A1, A13. Russell (2007) Secretary of the Senate. (2005), 1-25. Sullivan, J. V. (2007), 110-49 Superville (2013), A2. Tomlinson (2013), B8. Werner (2013), A2 Yip (2013), F7</p>	
<p>6/27</p>	<p>Social Welfare Policy and Governmental Policy-making</p> <ul style="list-style-type: none"> Legislative Branch Executive Branch Judicial Branch 		

<p>Week 5</p> <p>7/2</p> <p>7/4</p>	<p>Delivery of Social Welfare Services</p> <p>Personal Impact of Policy that Shape Practice Interventions</p> <p>Poverty & Economic Inequality</p> <p>Children & Families</p> <p>HOLIDAY</p> <p>NO CLASS ENJOY</p>	<p>Text:</p> <p>Segal (2010)</p> <p>Chapters 5, 7, 11</p> <p>Blackboard</p> <p>Alderman (2013), A18 Alexander (2013), A1, A7. Capitol Digest (April 18, 2013), B8 Jaffe (2003), 205-213. Moye (2002), 375-394. Rank (2002), 237-248. Scharrer, G. (January 12, 2010) Schiele, J. H. (2011) Bent-Goodley, 25-42. Soss, J. (1999), 363-380. Vohra-Gupta (2012), 1-9</p>	
<p>Week 6</p> <p>7/9</p>	<p>Key Social Welfare Policies & Programs</p> <p>Social Insurance/Social Security Aging & Social Welfare Policy</p>	<p>Text:</p> <p>Segal (2010)</p> <p>Chapters 9,10, 12</p> <p>Alonso-Zaldivar (2013), A4. Bennett, (January 21, 2004) Burnam (2009), 771-782. Hinrichsen (2010), 735-743 Newhouse (2010), 1714-1724. Simms, M. C. (July 2008), Kuhnhenh (2013), A2. Winakur (2005), 1064-1072.</p>	

7/11	Key Social Welfare Policies and Programs Health Care Housing Mental Health	Wu (2009), 112-149.	Social Welfare Policy Field Assignment
Week 7 7/16 7/18	Policy practice: Influencing the Course of Social Welfare Policy <ul style="list-style-type: none"> • Lobbying • Meeting with Elected Officials • Public Policy Letter Writing • Preparing Policy Briefs • Building Public Awareness Group Presentation	Text: Segal (2010) Chapter 8,14,13 Blackboard Schiele, J. H. (2011), 135-160. Schiele, J. H. (2011), 237-253 Smith (2005), 317-324.	
Week 8 7/23 7/25	Group Presentations Visit to the State Capital	Secretary of the Senate (2005), 110-49 Sullivan (2007), (110-49)	Op-Ed/Advocacy Project
Week 9 7/30	Building and Maintaining Policy Coalitions Community Organizing and Advocacy	Avila-Esparza (2009) Homan (2004), Chapter 2, 33-61, Chapter 4, 85-101	Policy Brief

Bibliography

- Austin American-Statesman (April 7, 2013). A new push on immigration laws. (April 7, 2013) p. A8.
- Austin American-Statesman. (February 15, 2013). Senate votes to OK gay marriage.), p. A5.
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- Alexander, K. (March 11, 2013). Minority leaders wary of career-tech proposal, *Austin American-Statesman*, pp. A1, A4.
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- Bennett, L., & Coles, G. J. (January 21, 2004). The cost of marriage inequality to gay, lesbian, and bisexual seniors. Washington, DC: Human Rights Campaign Foundation.
- Burnam, M. A., Meredith, L. S., Tanielian, T., & Jaycox, L. H. (2009). Mental health care for Iraq and Afghanistan war veterans. *Health Affairs*, 28(3), 771-782.
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