

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

**Course number:** SW 323K

**Unique number:** 61290

**Semester:** Fall 2018

**Meeting time:** T/TH 12:30pm – 1:45pm

**Room:** SHSSW 2.112

**Instructor:** John Sullivan, MSW

**Email:** jsullivan@utexas.edu

**Office number:** SSW 3.122E

**Phone number:** TBA

**Office hours:** Thursdays 2:00pm –  
5:00pm or by appointment

**SOCIAL WELFARE POLICIES, PROGRAMS, AND ISSUES**

**FLAG: INDEPENDENT INQUIRY**

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.

**FLAG: WRITING**

This course also 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. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

**I. COURSE DESCRIPTION**

This course critically examines, from both historical and current perspectives, the overall structure of the U.S. 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. Students learn to use policy analysis tools to understand both how policy influences practice and how social workers can influence social welfare policy.

**COURSE OBJECTIVES**

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

1. Understand the dominant historical themes that have shaped social welfare policy in the United States;
2. Understand the economic and political constraints and opportunities in the development of social welfare problems and policies;

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

### **EPAS COMPETENCIES**

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

**Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:**

#### **Competency 5: Engage in Policy Practice**

Outcome 5.1: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

Outcome 5.2: Assess how social welfare and economic policies impact the delivery of and access to social services;

Outcome 5.3: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

## **II. TEACHING METHODS**

This class is an opportunity to form an equitable learning community. As an equitable community, we can create a safe learning environment based on mutual respect, openness, and authenticity. We will establish our community norms as a class early in the semester, so we can reflect, dialogue, disagree, and learn in an affirming environment.

This course will use experiential and group activities, including interactive lectures, class- and small-group discussions, online reaction notebooks, guest presentations, and student presentations. I value collaborative approaches to education, where instructor and students alike facilitate learning. I believe students' experiences and abilities—their professional aspirations, diversity, identities, learning preferences—must be situated at the center of learning processes. Everyone has the ability to succeed in this class: I believe that if you put in a good effort this semester, you will be pleased by how much you can learn about social welfare policy and ways to affect change as social workers.

### III. REQUIRED TEXT AND MATERIALS

Segal, E. A. (2016). *Social welfare policy and social programs: A values perspective* (4th ed.). Boston, MA: Cengage Learning.

Short background readings, case studies, podcasts, and videos posted to Canvas.

#### **AND ONE** of these books:

- Anzaldúa, G. (2012). *Borderlands/La Frontera: The New Mestiza* (4th ed.). San Francisco, CA: Aunt Lute Books.
- Banks, D. (2005). *Ojibwa Warrior: Dennis Banks and the rise of the American Indian Movement*. Norman, OK: University of Oklahoma Press.
- Berg, R. (2015). *No house to call my home: Love, family, and other transgressions*. New York, NY: Nation Books.
- Castner, B. (2013). *The long walk: A story of war and the life that follows*. New York, NY: Anchor Books.
- Desmond, M. (2017). *Evicted: Poverty and profit in the American city*. New York, NY: Broadway Books.
- Fadiman, A. (2012). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York, NY: Farrar, Straus and Giroux.
- Grubbs, V. (2017). *Hundreds of interlaced fingers: A kidney doctor's search for the perfect match*. New York, NY: HarperCollins.
- Hanna-Attisha, M. (2018). *What the eyes don't see: A story of crisis, resistance, and hope in an American city*. London, UK: One World.
- Holmes, S. (2013). *Fresh fruit, broken bodies: Migrant farmworkers in the United States*. Berkeley, CA: University of California Press.
- Khan-Cullors, P., & Bandele, A. (2018). *When they call you a terrorist: A Black Lives Matter memoir*. New York, NY: St. Martin's Press.
- King, T. (2008). *The truth about stories: A Native narrative*. Minneapolis, MN: University of Minnesota Press.
- Mailhot, T. M. (2018). *Heart berries: A memoir*. New York, NY: Counterpoint Press.
- O'Neil, C. (2017). *Weapons of math destruction: How big data increases inequality and threatens democracy*. New York, NY: Broadway Books.
- Slater, D. (2017). *The 57 bus: A true story of two teenagers and the crime that changed their lives*. New York, NY: Farrar, Straus and Giroux.
- Sotomayor, S. (2014). *My beloved world*. New York, NY: Vintage.
- Stevenson, B. (2015). *Just mercy: A story of justice and redemption*. New York, NY: Spiegel & Grau.
- Thomson, R. G. (2017). *Extraordinary bodies: Figuring physical disability in American culture and literature* (20th Anniversary Edition). New York, NY: Columbia University Press.

*We tell ourselves our individual stories so as to become aware of our general story.*  
— Ralph Ellison, 1978

The textbook is available at the University Co-op: 2246 Guadalupe St., [www.universitycoop.com](http://www.universitycoop.com)  
 Required readings are posted to Canvas according to the week they are assigned. The other books listed above can be found at UT Austin libraries, public libraries, and/or online for purchase.

#### IV. COURSE REQUIREMENTS AND STUDENT EVALUATION

Course Requirements	Percent of Grade
A. Preparation, attendance, and contribution	20%
B. In-class quizzes	10%
C. Book review for policy professionals	15%
D. Policy analysis project	55%
<b>Total:</b>	<b>100%</b>

##### A. Preparation, attendance, and contribution (20 points of final grade)

**Brief weekly reactions in online notebook** (10 points/1 point each): Use this space to reflect, react, and/or respond to assigned readings, class discussions, and/or your independent reading. Online notebook reactions are for informal writing of your choice and help you prepare for class activities. Possible areas to write about include:

- Application of course readings to current events, class discussions, your class project or independent reading
- An interesting idea you wish to highlight and reflect on
- Links between a contemporary issue with political, economic, or social conditions from the past
- A critique of something from your readings

Each reaction should also include a question. You can organize reactions as you like but entries should be between 200 and 400 words. Submit your online notebook entries to Canvas on Mondays by 6:00pm. **There are 12 opportunities for writing reactions in your online notebook; you should complete 10 in total by the end of the semester.** Only the course instructor and/or teaching assistant will read and comment in your online notebook. However, you may draw on your reactions during in-class discussions and activities.

**Attendance and contribution** (10 points): Because this learning community is the mutual responsibility of the instructor and students, full participation and attendance in this course is crucial. Be prepared to demonstrate your familiarity with major concepts and ideas from the readings during class discussions and experiential learning activities. In addition, be prepared to engage with your classmates in small group discussions and team projects. Participation will be assessed on the quality of students' contribution to the collective learning of the class.

## B. In-class quizzes (10 points of final grade)

Students will have six unannounced in-class quizzes (2.5 points each) throughout the semester. The short-answer questions will cover material from assigned readings for the day of the quiz. Instructor and students will review and grade completed quizzes in class. At the end of the semester, two quizzes with the lowest scores will be dropped. For this reason, no make-up quizzes are given unless warranted because of documented serious illness or emergencies where students miss two or more quizzes.

## C. Book review for policy professionals (15 points of final grade)

Based on the book you chose to read (see list in “Required Text and Materials” section of this syllabus), prepare a two-page (single-spaced) review of the book directed to practicing social workers or other professionals in the field. Identify major issues and themes from the book that are important to social workers and others that impact policy. Determine which issue(s) and theme(s) you want to prioritize in your review and connect these with current and/or past social welfare policies and programs. Note: this is not a book report. Your review is a critical evaluation of the book and its value to policymakers, not just a summary. If helpful, you may draw and elaborate on reflections from your online notebook. These additional questions will also help develop your review:

- What does policy mean in these people’s lives? What do their stories tell us about our society?
- Which themes from the book excited you and/or drew an emotional response? What is the emotional heart of the book?
- What is the main argument of the book? If the author wanted you to take away one idea from the book, what would it be?
- What is the specific subject or topic of this book? Did the author cover all the angles of this subject? How did they present the subject (e.g., narrative, chronological, analytical, etc.)? What is the setting of the book? What kind of place is this?
- How does the author support their argument? What issues were raised that were not addressed?
- Who is the author? What is their background? How have the author’s background or experiences shaped the book?
- What is the book’s genre? Does it emerge from a particular field? How does the book fit within its genre?
- Why should policymakers care about this book? What are the implications of this book for social workers and other policymakers?
- How has the book helped you understand this subject? Would you recommend this book?

All book reviews should include: introduction (1 paragraph), concise summary of content (1 or 2 paragraphs), analysis/assessment (3 or 4 paragraphs), and conclusion (1 or 2 paragraphs). **Due on 11/15/18.**

**Tips for writing your book review:** Keep the summary section brief; share the important issues, themes, and argument you have identified rather than retelling the entire book. Avoid using direct quotations from the book. Instead, use your own words to distill and paraphrase themes, ideas, people, settings, or events. This will require some more effort on your part but **your words matter!** Along with the summary section, you can also share important details from the book as evidence to support claims you make in the analysis and assessment section. Use the analysis/assessment section to connect the major theme or issue you prioritized from the book with current and/or past social welfare policies and programs. In addition to any assigned course readings you wish to reference, please find and incorporate at least **two outside scholarly sources** in your review. Following APA guidelines, cite your sources and include a separate reference section (on page 3). Use 12-point typeface and 1-inch margins (bottom, top, sides) throughout the document.

In-class time to read. We will set aside time to read in class each week and you are expected to read 20 minutes every day outside of class. Make notes to help develop reactions in your online notebook. I will hold regular individual conferences to hear your reflections on the book you are reading and provide guidance as you develop your review.

**Let's help our SHSSW peers!** In addition to your 2-page (single-spaced) book review for social workers and policymakers, please write a separate 200- to 300-word recommendation to share with students in next semester's class. Write the 'blurb' like you were talking to a friend about the book at lunch. Your book blurb will be appreciated by future students trying to decide which books to read.

#### **D. Policy analysis project (55 points of final grade)**

Working in teams throughout the semester (3 to 4 students per group; assigned by instructor), students will identify and analyze a social problem/issue they wish to impact. Early in the semester, teams will suggest possible social issues/problems and consult with the instructor to choose one issue/problem for this semester-long project. When considering possible issues for this project, teams are encouraged to preference issues affecting local and regional communities.

The purpose of this project is to develop policy analysis and advocacy skills to deploy now and in the future, as practicing professionals and engaged community members. Writing and speaking are the primary ways we influence people, which in turn, can influence policy. This policy analysis project comprises **(1) a social problem/issue paper, (2) expert/community consultation, (3) policy memorandum ("policy memo"), (4) opinion-editorial ("op-ed"), and (5) presentation of your work.**

1. Social problem/issue paper (10%): Each team will write a 3-6 page (single-spaced) critical analysis of a social problem/issue of your choice. In addition to any assigned course readings you wish to reference, please find and incorporate at least **six outside scholarly sources** to support your investigation of this social problem/issue. Use 12-point typeface

and 1-inch margins (bottom, top, sides) throughout the document. **Due on 9/27/18.** The paper should include but is not limited to:

- Description of the problem/issue
- Its impact on society and/or local communities
- Roots of the problem/issue
- Students' perspective of the problem/issue
- The stance of your profession (e.g., social work) on this problem/issue

*There is no such thing as a single-issue struggle because we do not live single-issue lives.*  
— Audre Lorde, 1982

2. Community/expert consultation (5%): Each team will consult with one key informant: a local expert, community leader, or other person with insider knowledge about the issue/problem your group is investigating. Identify and contact a community organizer/leader, policymaker, researcher, elected leader, or other 'insider' to gather and interpret information about your issue. **Key informants are often people who are respected and listened to by community members** (Hardcastle et al., 2011); they have practical and deep knowledge about the issue/problem your group is addressing. They may even have experience implementing policy options you plan to write about in your memo! Use this opportunity to increase your understanding of the problem/issue and sharpen recommendations in your policy memo. Please include notes from your expert/community consultation as an appendix. **Due by 10/18/18.** Questions for the consultation may be similar to those guiding the social/issue paper but could also include:
- How does the expert/community leader's description of the problem/issue align with your perspective? How does it differ?
  - In the expert/community leader's view, what are the preferred outcomes for stakeholders impacted by the problem/issue?
  - What has already been done about this problem?
  - Ask about *feasibility*: What, if any, resources and/or community assets are available?
  - Ask about *evaluation*: How will policymakers, you, and those impacted know if the policy or program option (once implemented) is working?
  - What might your group be overlooking?

*Conviction without experience makes for harshness.*  
— Flannery O'Connor, 1955

3. Social welfare policy/program analysis paper (10%): Your team will write a 2-3 page (single-spaced) analysis of one **preexisting** social welfare policy/program (of your choice) related to the social problem. Incorporate at least six outside scholarly sources of your choice. Use 12-point typeface and 1-inch margins (bottom, top, sides) throughout the document. **Due on 11/01/18.** Include the following elements:

- Goals and objectives
  - Forms of benefits or services delivered
  - Eligibility criteria
  - Administrative or organizational structure for service delivery
  - Financing method/resources
4. Policy memorandum (“policy memo”) (15%): Write a 6-page (single-spaced) policy memo providing policy advice on the social issue/problem. Good policy memos help people understand the social issue or problem, consider options for addressing the problem (including possible benefits and disadvantages of each decision), and make a recommendation based on evidence. **Due on 11/27/18**. Policy memos should include the following:
- *Memo title and addressee(s)*: Address your memo to a specific person or small group of influencers. Write for your particular audience.
  - *Executive summary*: This should be a short summary (approximately 200 words) of the purpose of the memo and its recommendation. Indicate in an additional sentence the audience for whom the memo is intended and why it’s directed to them.
  - *Statement of issue/problem*: Include key facts and scholarly research that a decision maker must know to understand the context of the problem. Be clear, precise, and succinct and include credible references from scholarly sources.
  - *Pre-existing policies*: Summarize what has been done about the problem thus far. Be concise and include just essential facts 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.
  - *Multiple policy options*: Provide at least two potential courses of action, and discuss advantages and disadvantages of each policy option. Build a persuasive evidence-based argument (using logic and facts) supported by credible references from the scholarly literature.
  - *Your recommendation*: after prioritizing the relative pros and cons of the above options, please recommend one option.
  - *References*

**Tips for writing the policy memo:** Use subheadings, bullets, and italics or bold to emphasize key points. Write concise paragraphs made up of concise sentences. Put your main point in the first sentence. Don’t bury a key policy recommendation or observation in



the middle of a paragraph. Use white space to separate sections. Whenever possible, choose plain words over jargon or fancy words (see Behn, 2013). Use 12-point typeface and 1-inch margins (bottom, top, sides) throughout the document.

5. Opinion-Editorial (“op-ed”) (10%): Teams will develop and submit an Opinion Editorial related to the social problem/issue they have investigated. Opinion editorials, or "op-eds," are short commentary pieces. An op-ed is an excellent way to communicate your messages, directly and unfiltered, to target audiences. Op-Eds can be very useful tools for advocates to get your message out. Op-eds appear each day in almost every newspaper and usually weigh in on current issues, express a viewpoint, and frequently offer solutions to address those issues. Op-eds are a great advocacy tool and a way to raise awareness about important social justice, social welfare and social policy issues. If they are printed, they are read by decision makers, opinion leaders and fellow citizens. The team of three students will familiarize themselves with the relevant materials on how to draft an op-ed. These materials are located in a folder titled “Op-Ed” on Canvas. **Time in class will be dedicated to teaching you how to write an op-ed piece**, writing the op-ed and presenting it to the class. Students are required to complete the one page Key Aspects of an Effective Op-Ed form comparing published op-ed pieces.
- The op-ed should be between 500 to 750 words, single-spaced, and approximately 1.5 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.

**Due on 12/11/18.** Criteria for Evaluation:

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

6. Presentation of your work and facilitation of class learning activity (5%): Each team will present their work at the end of the semester. The presentation will cover the final product of the team with a focus on the topics discussed in the policy memo. Presentations should not exceed 40 minutes (including Q&A and discussion). Use Powerpoint/Prezi and/or handouts. Each team will lead a class discussion. Each team should prepare a detailed plan for facilitating the group discussion, including use of discussion prompts, questions, or group learning activity. To prepare, teams will **make an appointment and meet as a team with consultants from UT Austin’s Public Speaking Center**. The center serves undergraduate students and is located on the ground floor of PCL. Schedule an appointment online: <https://ugs.utexas.edu/slc/support/speaking-center>

*The way to right wrongs is to turn the light of truth upon them.*

— Ida B. Wells

## V. GRADING SCALE

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



## VII. COURSE POLICIES AND RESOURCES

### Attendance

Punctuality and attendance are important for social workers and other professionals. You are expected to attend and participate in all class sessions. Sign the weekly attendance sheet. If attendance status on Canvas is inaccurate it is the student's responsibility to notify the instructor before final grades are posted. **Two absences are permitted during the semester. After that, each absence will result in a 3-point deduction from the overall course grade.** If you plan to miss class, please inform the instructor and your team members.

### Student Evaluation

I will grade and review assignments in a timely manner and post grades on Canvas. If you are not satisfied with the grade you receive on assignments, you are welcome to continue to revise it (except for in-class quizzes and team presentations) until you are satisfied with the grade, **provided that you turn in the assignment on the due date listed on the syllabus.** Group presentations cannot be rescheduled. Throughout the course I will provide you with ongoing feedback. You can also request feedback on work in progress. Course grades are always based on assigned work and clear performance criteria, not the content of your personal perspectives. I invite you to listen to the perspectives of others; freely express yourself; challenge your thinking and the thinking of others; deepen your awareness of diversity and social justice issues and their connection to U.S. social welfare policies/programs; and take action to address social injustice.

### Turning in Assignments

It is important that you take control over your own learning. Please submit assignments electronically (unless noted differently) on the Canvas website. Unless a different due date is noted (e.g., weekly online reactions), turn in assignments before the start of class on the date they are due. I provide extensive written feedback for all assignments. **If you do not turn in your work on time, I will not be able to offer you helpful feedback before you move on to the next assignment.**

### Course and Instructor Evaluation

In addition to the usual end-of-semester evaluation, we will have a mid-semester instructor evaluation so that I can address issues and make necessary adjustments to my teaching. Periodically, I will also collect quick feedback in class to gauge our progress.

### Writing and Public Speaking Resources

As social workers, we rely on good writing skills throughout our careers: we prepare and share casenotes with co-workers and supervisors; we document in medical records and collaborate on interprofessional health teams; we contribute to court proceedings and provide expert testimonies; we draft policy memos for legislators and other policymakers; we blog, tweet, and submit op-eds to shape public opinion and policy; we write books and peer-reviewed journal articles to advance the social work knowledge base; and we submit grant applications to funders, with the aim of implementing or continuing social welfare programs and interventions. The DiNitto Center for Career Services (SSW) (schedule appointments through “Steer Your Career”) and the University Writing Center (PCL 2.330) provide helpful and free writing consultations. The Public Speaking Center offers free consultations to help undergraduate students improve their speaking and presentation skills. I strongly encourage you (and your teams) to take advantage of these resources during the semester.

### Library Resources

We are fortunate to have a dedicated UT Austin librarian working with SHSSW students and faculty: Carolyn Cunningham offers a range of information science consultation services. Schedule an appointment (by email) to hone your literature review skills and find appropriate scholarly articles for your class projects: [carolynlouise@austin.utexas.edu](mailto:carolynlouise@austin.utexas.edu) In addition to your individual coursework, team projects also benefit from consulting with a librarian. If you have never arranged a 1-on-1 or team consultation with a librarian, you will be amazed at what skills you can learn from just a single meeting!

### Electronics in Class

Please put away cell phones and laptops unless needed for course-related activities. If you do not have a personal computer or cell phone with Internet access, there are computers available for use at the SHSSW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.

## TIPS FOR SUCCESS IN THIS COURSE

**Share your perspectives and listen to others.** Honor the community norms we establish collaboratively early in the semester. It is helpful to periodically review the norms on your own and in your teams.

**Organize with your classmates and teams outside class.** Students who do well in this kind of course often reach out to classmates with questions. They form reading/writing/study groups that meet regularly to support each other with coursework.

**Attend office hours.** Bring questions and comments to office hours and talk with the instructor. Let them know what you find interesting from class and what you find challenging! Bring your work in progress (before the due date in syllabus) to review, discuss, and get feedback.

**Be persistent.** Don't give up! Keep going when you encounter challenges. Reach out to your peers, friends, and instructor when you need assistance. Make an effort to complete assignments by the due date so you (and your team) will make steady progress toward course objectives. Miss a deadline? Keep working to turn in the assignment. Make an effort to meet with your teams outside of class. Let the success of others inspire you to keep doing better.

**Be open to feedback and revisions.** Octavia Butler, a science fiction author and award-winning writer, said: "You don't start out writing good stuff. You start out writing crap and thinking it's good stuff, and then gradually you get better at it. That's why I say one of the most valuable traits is persistence." Writing a draft, getting feedback (from yourself and others), and rewriting is a habitual process for *all* writers, no matter their ability. Turn in your work by the due date to get feedback and allow time for revisions. Let's embrace opportunities this semester to practice and grow as readers and writers!



**Note about artwork:** Images in the syllabus originated from the Amplifier Foundation, a non-profit organization that supports grassroots movements through art and community engagement. All amplifier art is free and open-source.

## VIII. UNIVERSITY AND SCHOOL OF SOCIAL WORK POLICIES

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

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers. Social work students who use social media (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.

**POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, agency-based field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

**CAMPUS CARRY POLICY.** The University's policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of email 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 email address at <http://www.utexas.edu/its/policies/emailnotify.php>.

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

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

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

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## IX. COURSE SCHEDULE

Please note that this is a learning community. As a result, **I may adjust the syllabus during the semester** to meet our learning needs or respond to current events. Any revised versions of the syllabus will be uploaded on Canvas. Please see Canvas for the full bibliography and references of sources listed in the course schedule.

	DATE	CLASS THEME	READINGS	DUE TODAY
Week 1	8/30	<p><b>Introductions, community norms, and course overview</b></p> <ul style="list-style-type: none"> <li>○ Meaning of social welfare</li> <li>○ What is social policy?</li> </ul> <p>Review syllabus and class policies</p>	<ul style="list-style-type: none"> <li>○ Textbook: Segal (2016), Chapter (Ch.) 14</li> <li>○ Podcast: America Ferrera &amp; John Paul Lederach: How change happens, in generational time.</li> </ul>	
Week 2	9/4	<p><b>Values, beliefs, &amp; ideologies of social welfare</b></p> <p><i>Team exercise: choose 3 social issues/problems of interest</i></p>	<ul style="list-style-type: none"> <li>○ Segal (2016), Ch. 1 &amp; 3</li> <li>○ NASW code of ethics</li> <li>○ Brooks (1963), The lovers of the poor</li> </ul>	<p>Due: submit book choice and your rationale online (approx. 100 words)</p> <p>Due: teams submit 3 problems of interest by end of class</p> <p>Reaction due by 9/3 at 6pm</p>
	9/6	<p><b>What is a social problem?</b></p> <p><b>Group meetings with instructor</b></p>	<ul style="list-style-type: none"> <li>○ Segal (2016), Ch. 3</li> <li>○ Social work grand challenges</li> <li>○ <i>Scholarly literature of your group's choice related to the <b>social problem paper</b></i></li> </ul>	
Week 3	9/11	<p><b>Historical foundations of social welfare in the U.S</b></p> <p><i>In-class reading</i></p>	<ul style="list-style-type: none"> <li>○ Segal (2016), Ch. 2</li> <li>○ Lamott. (1994). <i>Bird by bird</i> excerpt (pp. 21-32)</li> </ul>	Reaction due by 9/10 at 6pm
	9/13	<p><b>Historical foundations of social welfare in the U.S (cont.)</b></p>	<ul style="list-style-type: none"> <li>○ Segal (2016), Ch. 2</li> <li>○ Fox (2012), The boundaries of social citizenship (pp. 281-294)</li> <li>○ Podcast: Francisco Balderrama: America's forgotten history of Mexican-American 'repatriation'</li> </ul>	



Week 4	9/18	<b>Historical foundations of social welfare in the U.S (cont.)</b> <i>In-class reading</i>	<ul style="list-style-type: none"> <li>○ Segal (2016), Ch. 2</li> <li>○ Tate (2015), Austin, Texas, in sociohistorical context</li> </ul>	Reaction due by 9/17 at 6pm
	9/20	<b>Development of social welfare policies</b>	<ul style="list-style-type: none"> <li>○ Segal (2016), Ch. 4</li> </ul>	
Week 5	9/25	<b>Frameworks for policy analysis</b> <i>In-class exercise: applying frameworks</i>	<ul style="list-style-type: none"> <li>○ Segal (2016), Ch. 4 &amp; 5</li> <li>○ Ferguson et al. (2010), Caught in the storm</li> </ul>	Reaction due by 9/24 at 6pm
	9/27	<b>How policy is made</b> <i>In-class reading</i>	<ul style="list-style-type: none"> <li>○ Segal (2016), Ch. 5</li> </ul>	Due: social problem paper
Week 6	10/2	<b>Children &amp; families</b> <i>Guest speaker: Swathi Reddy</i>	<ul style="list-style-type: none"> <li>○ Segal (2016), Ch. 11</li> <li>○ Podcast: Smith (2017), Nudging families towards their goals</li> </ul>	Reaction due by 10/1 at 6pm
	10/4	<b>Social justice &amp; civil rights</b> <i>Case study: Utah Compact</i>	<ul style="list-style-type: none"> <li>○ Segal (2016), Ch. 6</li> <li>○ Utah Compact</li> <li>○ Zamora (2016), Second attempt crossing</li> </ul>	
Week 7	10/9	<b>Poverty &amp; economic opportunity</b> <i>In-class reading</i>	<ul style="list-style-type: none"> <li>○ Segal (2016), Ch. 7</li> <li>○ Pimpare (2008), Escape: Black and blue</li> </ul>	Reaction due by 10/8 at 6pm
	10/11	<b>Social insurance</b>	<ul style="list-style-type: none"> <li>○ Segal (2016), Ch. 9</li> </ul>	

Week 8	10/16	<b>Aging &amp; social welfare</b> <i>Film: Gen Silent</i>	<ul style="list-style-type: none"> <li>○ Segal (2016), Ch. 10</li> <li>○ Gawande (2014), Being mortal (pp. 79-105)</li> <li>○ Op-Ed: DiNitto &amp; Choi (2017), Older adults and suicide</li> </ul>	Reaction due by 10/15 at 6pm
	10/18	<b>Group meetings with instructor</b>	<ul style="list-style-type: none"> <li>○ Notes from expert/community leader consultation</li> <li>○ <i>Scholarly literature of your group's choice related to social welfare policy/program analysis paper</i></li> </ul>	
Week 9	10/23	<b>Health &amp; mental health I</b> <i>Guest speaker TBA</i>	<ul style="list-style-type: none"> <li>○ Segal (2016), Ch. 12</li> <li>○ Video: Medicare (Khan Academy/Brookings)</li> <li>○ Video: Medicaid (Kaiser Family Foundation)</li> </ul>	Reaction due by 10/22 at 6pm
	10/25	<b>Health &amp; mental health II</b> <i>Film: The Waiting Room</i>	<ul style="list-style-type: none"> <li>○ Segal (2016), Ch. 12</li> <li>○ Raghavan &amp; Nulia. (2011). Survivors—Dialysis, immigration, &amp; U.S. law</li> </ul>	
Week 10	10/30	<b>Health &amp; mental health III</b> <i>In-class reading</i>	<ul style="list-style-type: none"> <li>○ Segal (2016), Ch. 12</li> <li>○ Timeline: Social work innovation at the Massachusetts General Hospital</li> <li>○ Braveman (2014), What are health disparities and health equity? We need to be clear</li> </ul>	Reaction due by 10/29 at 6pm
	11/1	<b>Economics, employment, budgets, and taxes</b>	<ul style="list-style-type: none"> <li>○ Segal (2016), Ch. 8</li> <li>○ Robinson (2014), Policing global capitalism</li> </ul>	Due: social welfare policy/program analysis paper
Week 11	11/6	<b>Policy practice: influencing social policy</b> <i>Writing for impact: book review</i>	<ul style="list-style-type: none"> <li>○ Hayes-Bautista &amp; Chapa (1987), Latino terminology: Conceptual bases for standardized terminology</li> <li>○ Podcast: Census Watch 2020</li> <li>○ Writing book reviews</li> </ul>	Reaction due by 11/5 at 6pm
	11/8	<b>No class:</b> teams work on policy analysis projects		

Week 12	11/13	<b>Community efforts to influence social policy</b>  <i>Guest speaker:</i> Ruben Patlan	<ul style="list-style-type: none"> <li>○ Podcast: It's bigger than the ban</li> <li>○ TBA</li> </ul>	Reaction due by 11/12 at 6pm
	11/15	<b>Writing for impact: policy memos and op-eds</b>	<ul style="list-style-type: none"> <li>○ Behn (2013), The craft of memo writing</li> <li>○ Website: The Op-Ed Project</li> <li>○ Key aspects of effective Op-Eds</li> </ul>	Due: book review (and blurb)
Week 13	11/20	<b>U.S. social welfare policies &amp; international comparisons</b>	<ul style="list-style-type: none"> <li>○ Segal (2016), Ch. 13</li> </ul>	Reaction due by 11/19 at 6pm
	11/22	<b>NO CLASS - Enjoy the long weekend!</b>		
Week 14	11/27	Group presentations (2)		Due: policy memo
	11/29	Group presentations (2)		
Week 15	12/4	Group presentations (2)		
	12/6	Last meeting as class: <ul style="list-style-type: none"> <li>● Practice: What's next?</li> <li>● Wrap-up</li> </ul>		
	12/11	<b>No class:</b> teams work on policy analysis project		Due: Op-ed, proof of submission, & presentation materials (PPT/prezi, handouts) by 11:59 PM on 12/12  Due: any revised assignments by 11:59 PM on 12/12

## X. BIBLIOGRAPHY

- Anzaldúa, G. (2012). *Borderlands/La Frontera: The New Mestiza* (4th ed.). San Francisco, CA: Aunt Lute Books.
- Balderrama, F. (2015, September 10). America's forgotten history of Mexican-American 'repatriation' (T. Gross, Interviewer) [Audio file]. Retrieved from <https://www.npr.org/2015/09/10/439114563/americas-forgotten-history-of-mexican-american-repatriation>
- Banks, D. (2005). *Ojibwa warrior: Dennis Banks and the rise of the American Indian Movement*. Norman, OK: University of Oklahoma Press.
- Behn, B. (2013). The craft of memo writing. Retrieved August 16, 2018, from [https://shorensteincenter.org/wp-content/uploads/2012/07/Behn-Craft-of-Memo-Writing-2013-3rev8\\_26\\_13.pdf](https://shorensteincenter.org/wp-content/uploads/2012/07/Behn-Craft-of-Memo-Writing-2013-3rev8_26_13.pdf)
- Berg, R. (2015). *No house to call my home: Love, family, and other transgressions*. New York, NY: Nation Books.
- Braveman, P. (2014). What are health disparities and health equity? We need to be clear. *Public Health Reports*, 129 Suppl 2, 5–8.
- Brookfield, S. D., & Preskill, S. (2016). *The discussion book: 50 great ways to get people talking*. New York, NY: John Wiley & Sons.
- Brooks, G. (1963). The Lovers of the Poor. Poetry Foundation. Retrieved from <https://www.poetryfoundation.org/poems/43317/the-lovers-of-the-poor>
- Castner, B. (2013). *The long walk: A story of war and the life that follows*. New York, NY: Anchor Books.
- Demby, G. & Meraji, S. M. (Hosts). (2018, May 2). NPR: Code Switch: Census Watch 2020 [Audio podcast]. Retrieved from <https://one.npr.org/?sharedMediaId=607553683:607587509>
- Desmond, M. (2017). *Evicted: Poverty and profit in the American city*. New York, NY: Broadway Books.
- DiNitto, D., & Choi, N. (2017, November 1). Older adults and suicide. Retrieved August 16, 2018, from <https://socialwork.utexas.edu/news/dinitto-and-choi-older-adults-and-suicide/>
- Durlaf, S. (2018, June 5). The Great Gatsby Curve [Audio podcast]. Harris Public Policy. University of Chicago. Retrieved from <https://harris.uchicago.edu/news-events/news/great-gatsby-curve>
- Fadiman, A. (2012). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York, NY: Farrar, Straus and Giroux.
- Fadal, L. (Reporter). (2018, April 25). NPR: Code Switch: It's bigger than the ban [Audio podcast]. Retrieved from <https://www.npr.org/templates/transcript/transcript.php?storyId=605531909>
- Ferrera, A. & Lederach, J. P. (Guests). (2018, June 7). NPR: On Being: How Change Happens, In Generational Time [Audio podcast]. Retrieved from <http://www.civilconversationsproject.org/transcript-for-how-change-happens-in-generational-time-jun-2018>
- Ferguson, M., Neuroth-Gatlin, H., & Borasky, S. (2010). *Caught in the storm: Navigating policy and practice in the welfare reform era* (1st ed.). Oxford, UK: Oxford University Press.
- Fox, C. (2012). *Three worlds of relief: Race, immigration, and the American welfare state from the progressive era to the new deal*. Princeton, NJ: Princeton University Press.
- Gawande, A. (2014). *Being mortal: Medicine and what matters in the end*. New York, NY: Picador.
- Grubbs, V. (2017). *Hundreds of interlaced fingers: A kidney doctor's search for the perfect match*. New York, NY: HarperCollins.
- Hanna-Attisha, M. (2018). *What the eyes don't see: A story of crisis, resistance, and hope in an American city*. London, UK: One World.

- Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2011). *Community practice: Theories and skills for social workers* (3rd ed.). Oxford, UK: Oxford University Press.
- Hayes-Bautista, D. E., & Chapa, J. (1987). Latino terminology: Conceptual bases for standardized terminology. *American Journal of Public Health*, 77(1), 61–68.
- Holmes, S. (2013). *Fresh fruit, broken bodies: Migrant farmworkers in the United States*. Berkeley, CA: University of California Press.
- Khan-Cullors, P., & Bandele, A. (2018). *When they call you a terrorist: A Black Lives Matter memoir*. New York, NY: St. Martin's Press.
- King, T. (2008). *The truth about stories: A Native narrative*. Minneapolis, MN: University of Minnesota Press.
- King, T. (2012). *The inconvenient Indian: A curious account of Native People in North America*. Toronto, Canada: Doubleday Canada.
- Kingdon, J. W. (2011). *Agendas, alternatives, and public policies* (2nd ed.). Glenview, IL: Longman.
- Lamott, A. (1995). *Bird by bird: Some instructions on writing and life*. New York, NY: Anchor Books.
- Mailhot, T. M. (2018). *Heart berries: A memoir*. New York, NY: Counterpoint Press.
- O'Neil, C. (2017). *Weapons of math destruction: How big data increases inequality and threatens democracy*. New York, NY: Broadway Books.
- Pimpare, S. (2008). *A people's history of poverty in America*. New York, NY: New Press.
- Pioneering a profession: A history of social work innovation at the Massachusetts General Hospital, 1905 - 2005. (2005). Retrieved from <http://www.mghpcs.org/socialservice/Documents/HistoryTimeline.pdf>
- Raghavan, R., & Nuila, R. (2011). Survivors--dialysis, immigration, and U.S. law. *The New England Journal of Medicine*, 364(23), 2183–2185.
- Robinson, W. I. (2014). *Global capitalism and the crisis of humanity*. New York, NY: Cambridge University Press.
- Segal, E. A. (2016). *Social welfare policy and social programs: A values perspective* (4th ed.). Boston, MA: Cengage Learning.
- Slater, D. (2017). *The 57 bus: A true story of two teenagers and the crime that changed their lives*. New York, NY: Farrar, Straus and Giroux.
- Smith, J. (2017, October 31). Nudging Families Towards Their Goals [Audio podcast]. Harris Public Policy. University of Chicago. Retrieved from <https://harris.uchicago.edu/news-events/news/nudging-families-towards-their-goals>
- Sotomayor, S. (2014). *My beloved world*. New York, NY: Vintage.
- Stevenson, B. (2015). *Just mercy: A story of justice and redemption*. New York, NY: Spiegel & Grau.
- Tate, M. (2015). Austin, Texas, in sociohistorical context. In J. Auyero & L. Wacquant (Eds.), *Invisible in Austin: Life and labor in an American city* (pp. 20–41). Austin, TX: University of Texas Press.
- Zamora, J. (2016). Second Attempt Crossing. Poetry Foundation. Retrieved from <https://www.poetryfoundation.org/poetrymagazine/poems/90978/second-attempt-crossing>

*Please see the course website on Canvas for complete/updated bibliography.*