

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

Course Number:	SWN382R	Instructor: Robert Ambrosino, Ph.D. Robert.ambrosino@utexas.edu
Unique Number:	89595	Office: 3.104A
Semester:	Summer 2018	
Meeting Time/Place:	T-TH 1:30 pm – 4:00 pm SSW 2.132	Office Hours: T-TH 11:00 am – 12:30 pm and by appointment

Policy Analysis and Social Problems

I. STANDARDIZED 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. STANDARDIZED 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 wellbeing;
- 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.

EPAS Competencies

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

III. TEACHING METHODS

This course is designed to provide students with a meaningful learning environment through use of multiple methods of instruction (e.g. discussion, lecture, and group exercises). Experiential learning (e.g. service learning, role playing, & active learning) will be emphasized. Students are expected to complete assigned readings *prior* to each class period and actively participate in class. Class attendance and participation are required and essential for successful completion of this course.

Canvas will be used for communication between students and the instructor. Some materials, grades, and attendance will also be posted online. The class Canvas site can be accessed at <http://courses.utexas.edu> or the Social Work web page (requires Internet connection and computer UT EID and password). The Help Desk available through the UT home page (www.utexas.edu/its/help) or at 475-9400 is available to assist students with Canvas-related questions. Students can access computers through the Learning Resource Center located on the first floor of the social work building.

IV. REQUIRED TEXTS AND MATERIALS

Segal, Elizabeth. (2016). *Social welfare policy and social programs: A values perspective* (4th edition). Boston, MA: Brooks-Cole Cengage Learning.

The student is to select ONE of the following books. If both books have been used in other classes for any given student, the instructor will recommend other books from which to choose.

Stevenson, B. (2015). *Just mercy*. New York, NY: Random House.

Gonzales, R. (2016). *Lives in limbo: Undocumented and coming of age in America*. Oakland, CA: University of California Press.

Additional reading material may be posted on the course Canvas site throughout the semester.

V. COURSE REQUIREMENTS

Assignment #1 - Food insecurity project (30% of course grade)

Students will *work in groups of three to four members each* to complete this assignment. Each group will be assigned one of the Texas Health and Human Services service regions and be required to produce the following information for *each county* in the region as well as for the *entire region*:

- Poverty rate (100% of Federal Income Poverty Limit or FPIL)
- Number of individuals who *qualify* for Supplemental Nutrition Assistance Program (SNAP) benefits (this information will be provided by the instructor)
- Number of SNAP *recipients* (not cases) in 2017 found at:
<https://hhs.texas.gov/about-hhs/records-statistics/data-statistics/supplemental-nutritional-assistance-program-snap-statistics>
- Percentage of individuals who qualify for SNAP benefits who actually receive these benefits (SNAP take-up rate) using the following formula: [# recipients divided by # individuals who qualify for benefits] x 100.

Each group will also be responsible for providing the following information as part of this assignment:

- Interpretation of the SNAP take-up rate in the region (expected outcomes, anomalies or outliers, other observations)
- At least *three* strategies that could be employed to combat food insecurity in the region, including the *pros and cons of each strategy*

Each group will present their findings in class and be prepared to field questions about their work from the instructor as well as other class members. Group presentations must be supported by a series of Power Point slides.

Additional information on completing this assignment will be posted on the course Canvas site. Class time will also be used to discuss the particulars of the assignment.

Class presentations will be held on **July 31**.

Assignment #2 - Policy analysis project (50% of course grade)

Part 1 – Policy analysis (35% of course grade)

Students will *work in groups of three to four members each* to complete this assignment. Group members will examine the historical antecedents of an important contemporary social welfare policy, analyze the impact of those antecedents on the current and future direction of that policy, and make recommendations for policy changes and strategies to achieve them. The analysis will

be developed in two (2) installments as shown below. Each installment will be given a grade and suggestions for revision; the final paper will be a composite of both installments (as revised).

Installment I

Background and description of problem/issue

- Importance and relevance of the problem/issue to the development of social welfare policy
- Nature and scope of problem/issue (be sure to include relevant statistics)
- Population(s) affected by the problem/issue and in what ways
- Known or suspected causes of the problem/issue

Historical background of problem/issue

- Root cause(s) of the problem/issue
- Value premises or ideological assumptions that underlie the problem/issue and how these have changed over time
- Key events in history that have had an impact on the problem/issue*
- Major stakeholders throughout history that have had an impact on the problem/issue, along the role(s) played by each stakeholder

* Note that the *entire* spectrum of history must be addressed, from the time the problem/issue was first articulated, to the present.

Installment II

Analysis of the problem/issue

- Major themes that emerged from the historical background information determined in Installation I.
- Factors that appear to be most salient or important in shaping public opinion about problem/issue over time
- Major legislation passed to address the problem/issue over time, extent to which the goals of the legislation have been just and democratic, and extent to which the legislation contributed to greater social and economic justice

Conclusions

- Conclusions reached about the problem/issue
- *Three* role(s) social workers might play in ameliorating the problem/issue in the future
- Brief discussion of whether the problem/issue can ever be resolved to the satisfaction of all those that have a stake in it
- Brief discussion of whether society-at-large has an obligation to help resolve the problem/issue

Recommendations

- Recommendations for addressing the problem/issue in the future
- List *three* strategies that could be used to get people to “think outside the box” about the problem/issue
- List *three* examples of how a professional social worker might bring about change that will help ameliorate the problem/issue in the future

Bibliographic References

The paper must include *no fewer than twenty* bibliographic references, including scholarly works.

The proposed policy analysis topic is due on **June 12**. The topic must be approved by the course instructor *prior* to the student beginning this assignment.

Installment I and Installment II are due on **June 26** and **July 19**, respectively. The final (revised) version of both installments is due on **July 31** (last day of class).

Part 2 - Opinion editorial (15% of course grade)

Each student in the class will write an opinion editorial related to the policy analyzed by their group. Opinion editorials, or "op-eds," are short commentary pieces that offer an excellent way to communicate an important message and advocate directly to a broad audience, including elected officials and other decision makers, opinion leaders, and members of the community-at-large. Op-eds appear in almost every newspaper and address current issues, express a viewpoint, and frequently offer policy or other solutions to social problems.

The op-ed should accomplish the following as articulated by *Competency 5* (Engage in Policy Practice) of the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS):

- (1) Identify social policy (and/or a social problem) at the local, state, and/or federal level that impacts human well-being, service delivery, and access to social services;
- (2) Assess how social welfare and economic policies impact the delivery of and access to services and/or otherwise affect human well-being; and
- (3) Demonstrate the application of critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and/or environmental justice.

The op-ed should offer viable policy alternatives to improve human well-being and suggest actions that policymakers and/or members of the public should take.

Class time will be dedicated to learning how to write a traditional op-ed piece, and resources will be provided to assist in the process, including examples of published opinion editorials. The student may submit the editorial in traditional, written form or in an electronic format such as a video, blog post, infomercial, or an entry on a Facebook page. Written op-eds should be 500 to 750 words in length, single spaced. If an electronic format is selected, the length of the op-ed will depend on the format used. Videos should be no more than 3-4 minutes in duration. In either case (written or electronic), the op-ed must be based on solid evidence and use sources that are cited in a manner appropriate to an editorial.

The date for submitting the op-ed is **July 26**.

Assignment #3 – book analysis (20% of course grade)

Each student will be read EITHER *Just Mercy* by Bryan Stevenson OR *Fresh Fruit, Broken Bodies* book by Seth Holmes (or another selection if both books have been used in previous classes) and address the following content:

- Brief overview of the book and the author's perspective on the issue/problem
- Social welfare policy issue/problem addressed, including how the issue/problem is defined and who is impacted and in what ways
- Values perspectives, beliefs, and frameworks that can be used to understand the issue/problem
- Those who have the power to implement changes so this issue/ problem is reduced or eradicated
- Public reaction to the issue/problem
- If you (the student) ruled the world, policy or policies you would put in place to address the issue/problem and the rationale you used to make the choice(s)
- List *five* specific actions a social work advocate could play to address this issue/problem

The due date for this assignment is **July 10**.

A summary of due dates for each course assignment is contained in the following table.

Assignment		Due Date	% of Course Grade
1	Food insecurity project presentations:	7/31	30%
2	Policy analysis project:		35%
	<u>Part 1</u> - policy analysis		
	Proposed topic	6/12	
	Installment I (draft)	6/26	
	Installment II (draft)	7/19	
	Installment I + II (revised)	7/31	
	<u>Part 2</u> - Opinion editorial	7/26	15%
4	Book analysis:	7/10	20%
		Total	100%

VI. GRADES

The following distribution will be used to assign grades in this course:

Score Range	Grade	Score Range	Grade
94.0 - 99.999	A	74.0 - 76.999	C
90.0 - 93.999	A-	70.0 - 73.999	C-
87.0 - 89.999	B+	67.0 - 69.999	D+
84.0 - 86.999	B	64.0 - 66.999	D
80.0 - 83.999	B-	60.0 - 63.999	D-
77.0 - 79.999	C+	Below 60	F

VII. CLASS POLICIES

Conduct and Civility: 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. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog.

Readings and Preparatory Assignments: Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor.

Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class, online, and through assignments that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class. Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussion.

Professional Communication and Interactions: Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context in which it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable.

Electronic Devices: All communication devices should be turned off or placed on silent mode and put away during class. Unless laptops are required for specific class sessions, students may not use laptops during class without prior permission from the professor. Grade is negatively impacted by student's failure to comply with this policy.

Class Attendance Policy: Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Attendance is defined as students' attentive physical presence in class for the entire class. Establishing a pattern of late arrivals and early departures will negatively affect your grade. A pattern is considered three or more late arrivals and early departures during the semester. Late arrivals and early departures are defined as student arriving 10 minutes after class starting or prior to class ending. Missing more than two classes may result in loss of a letter grade. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

Class attendance will be taken at the *beginning* of the class throughout the semester. It is the students' responsibility to ensure that they have signed the attendance sheet. Students who attend at least 90% of classes will receive 2 "bonus points" to be added to the student's point total for the course. Any student caught signing an attendance sheet for a missing classmate will be referred to the Dean of Students for disciplinary action.

A student who misses more than 3 classes without a valid, verifiable excuse will be subject to a penalty of *one letter grade*. For example, a student who misses 4 classes without a valid and verifiable excuse and whose grade based on course assignments is an "A", will receive a final grade of "B" in the course.

Assignments and Grades: Assignments should be turned in online on the date they are due barring serious, unforeseen medical illness or family emergencies. Penalties for late assignments will factor into the grade achieved for the assignment.

Writing Style: *The Publication Manual of the American Psychological Association Sixth Edition* (APA) is the style manual to be used by all students in this course. The manual is available at the library or for purchase at the UT Co-op.

Use of Canvas: The professor uses Canvas Web-based course management /collective workspace. An orientation will be given the first day of class. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, and campus and public libraries.

Course Modification: To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications will be posted to Canvas. Students should check their email frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

VIII. 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 and Civility in the Classroom. Students are expected 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](tel:512-471-3515) or online at www.utexas.edu/student/cmhc/.

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://www.utexas.edu/diversity/ddce/ssd/>.

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, 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 fire arms 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 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 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.
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- 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

Date	Topic	Readings	Assignment(s)
June			
7	<ul style="list-style-type: none"> • Review of course assignments • Four-factor model for understanding social welfare policy • View and discuss <i>The Many Faces of Texas</i> • Meet in small groups to plan for policy analysis project 	<u>Chapter 1</u> of course text	<ul style="list-style-type: none"> • <i>Upstream – Downstream Fable</i> (in-class exercise)
12	<ul style="list-style-type: none"> • Finding and tracking legislation • Preparing for the food insecurity assignment • Analyzing and researching social welfare policies and programs 	<u>Chapter 4</u> of course text www.hhsc.state.tx.us www.census.gov www.fns.usda.gov	<ul style="list-style-type: none"> • What’s in your policy analysis toolbox? (in-class exercise) <p>Policy analysis topic due</p>
14	<ul style="list-style-type: none"> • Conceptual foundations of social welfare policy • Delivery of social welfare services • Policy advocacy skills and competencies 	<u>Chapter 3</u> and <u>Chapter 5</u> of course text	<ul style="list-style-type: none"> • My policy advocacy action hero (in-class exercise)
19	<ul style="list-style-type: none"> • Historical foundations of social welfare in America: colonial times through passage of Social Security Act of 1935 	<u>Chapter 2</u> of course text The orphan train movement The Mary Ellen story	
21	<ul style="list-style-type: none"> • Historical foundations of social welfare in America: WWII through the first year and a half of the Trump administration. 	<u>Chapter 2</u> of course text	
26	<ul style="list-style-type: none"> • Preparing a policy brief • Preparing an opinion Editorial • Using a logic model in policy advocacy 	<u>Posted on Canvas:</u> <ul style="list-style-type: none"> • Sample policy briefs and opinion editorials • <i>Logic Model Development Guide</i> 	<u>Installment I due</u>

Date	Topic	Readings	Assignment(s)
28	<ul style="list-style-type: none"> • Poverty and economic Inequality • Food insecurity in America • The federal budget 	<p>Chapter 7 and Chapter 8 of course text FY 2018 – 2019 federal budget (Canvas) https://www.cbpp.org/house-farm-bill-briefs-who-would-its-snap-proposals-harm http://www.childrensdefense.org/library/PovertyReport/EndingChildPovertyNow.html https://www.cbo.gov/about/products/major-recurring-reports</p>	<ul style="list-style-type: none"> • Federal budget Simulator (in-class exercise)
July			
3	<ul style="list-style-type: none"> • Homelessness in America 	<p><i>Change for a Dollar</i> <i>Poor Kids of Silicon Valley</i></p>	
5	<ul style="list-style-type: none"> • Stakeholder identification and relationship building • Creating a stakeholder involvement plan • Importance of collaboration in developing and implementing a policy advocacy campaign 	<p>Posted on Canvas Various materials related to inter-professional collaboration</p>	<ul style="list-style-type: none"> ▪ <i>Tragedy of the Commons</i> exercise ▪ Centipede game
10	<ul style="list-style-type: none"> • How a bill becomes a law in Texas • Developing a Legislative Appropriations Request or LAR • Texas “rainy day fund” 	<p>Canvas Selected materials from the Texas Legislative Library Sample LAR from Texas state agency</p>	<p>Book analysis due</p>
12	<ul style="list-style-type: none"> • Branding and its relationship to policy advocacy • Branding a policy advocacy campaign 	<p>Canvas Examples of policy advocacy campaign brands YouTube clips depicting commercial branding campaigns</p>	<p>My campaign brand (in-class exercise)</p>
17	<ul style="list-style-type: none"> • Aging and social welfare policy • The changing face of retirement 	<p>Chapter 10 of course text</p>	<p>We are living longer, but at what cost? (in-class exercise)</p>
19	<ul style="list-style-type: none"> • Making presentations 	<p>Various Ted Talks</p>	<p>Installment II due</p>
24	<ul style="list-style-type: none"> • Policy advocacy in the global arena 	<p>Chapter 13 of course text The worldwide refugee crisis The story of Aleppo</p>	
26	<ul style="list-style-type: none"> • Policy advocacy in the global arena (continued) 	<p>www.ifsw.org Careers in international social work</p>	<p>Op-ed due</p>

Date	Topic	Readings	Assignment(s)
31	<u>Last day of class</u> <ul style="list-style-type: none"> • Policy action forecast • Best of times, worst of times • Reflecting on what was learned in the class 		<ul style="list-style-type: none"> • Food security assignment presentations • Revised Installment I and II due

X. BIBLIOGRAPHY

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Birkland, T.A. (2015). *An introduction to the policy process: Theories, concepts, and models of public policy making* (4th edition). Florence, KY: Routledge.

Brown, L., Langanegger, J.A., Garcia, S., Lewis, T.A., & Biles, R. (2015). *Practicing Texas Politics* (16th edition). Boston, MA: Wadsworth Cengage Learning.

Deluca, S., Clampet-Lundquist, S. & Edin, K. (2016). *Coming of age in the other America*. NY: Russell Sage Foundation.

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Edin, K.J., & Shaefer, H.L. (2016). *\$2.00 a day: Living on almost nothing in America*. Boston, MA: Houghton-Mifflin Harcourt.

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Suggested websites

Brookings Institution www.brook.edu

Center for the Study of Social Policy <http://www.cssp.org>

Center on Budget and Policy Priorities www.cbpp.org

Center for Law and Social Policy www.clasp.org

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

Children's Defense Fund www.childrensdefense.org

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

Kaiser Family Foundation www.kff.org

Institute for Research on Poverty www.ssc.wisc.edu/irp

Manpower Demonstration Research Corporation www.mdrc.org

Mathematica Policy Research www.mathematica-mpr.com/

National Association of Social Workers <http://www.socialworkers.org/>

National Indian Child Welfare Association (NICWA) www.nicwa.org

Pew Hispanic Center <http://www.pewhispanic.org>

RAND Center for the Study of Social Welfare Policy <http://www.rand.org/>

Urban Institute www.urban.org

Texas Policy Advocacy Research Organizations and Resources

Center for Public Policy Priorities <http://forabettertexas.org/>

National Association of Social Workers/Texas Chapter <http://www.naswtx.org/>

Texas Legislative Reference Library <http://www.lrl.state.tx.us/index.cfm>

Texas House Research Organization <http://www.hro.house.state.tx.us/>

Texas Senate Research Center <http://www.senate.state.tx.us/src.php>

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Federal Government sites

U.S. Census Bureau www.census.gov

Congressional Budget Office www.cbo.gov

Bureau of Labor Statistics www.bls.gov

United States House of Representatives <http://www.house.gov/>

United States Senate <http://www.senate.gov/>

Find a bill or law <http://congress.gov>