

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

<b>Course Number:</b>	SW 323K	<b>Instructor:</b>	Chun Liu, MSSA
<b>Unique Number:</b>	59725	<b>Email:</b>	chunliu@utexas.edu
<b>Semester:</b>	Fall 2019	<b>Office:</b>	3.104 (Adjunct Office)
<b>Meeting Time/Place:</b>	Mondays & Wednesdays 9:30am-11:00am Room 2.122	<b>Office Phone:</b>	N/A
		<b>Office Hour:</b>	Mondays & Wednesdays 11:00 am-12:00pm or by appointment

**SOCIAL WELFARE PROGRAMS, POLICIES, & ISSUES**

**I. STANDARDIZED COURSE DESCRIPTION**

This course is the second course in the social policy curriculum area. Prerequisites include Government 310L and 312L (or their equivalents), an introductory economics course, and admission to the social work major. This course is designed to provide students with the ability to analyze contemporary social welfare policy issues and programs and to understand the relationship between social policy and social work practice. The course focuses on the historical, political, economic, and other social conditions that influence policy development in the United States. Specific policy areas that are discussed are those in which social workers play major roles: income maintenance (with a focus on social insurance and public assistance), health, mental health, child welfare, and aging. Policy issues and programs are addressed as they affect majority groups as well as populations at risk (e.g., children, people of color, people with disabilities, women, LGBTs) with a particular emphasis on social and economic justice. Students learn to use policy analysis tools in order to understand how policy influences practice and planning decisions and how social workers can influence social welfare policy.

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.

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

## II. STANDARDIZED COURSE OBJECTIVES

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

1. Understand significant historical events and persons that influenced the field of social work and social welfare policy.
2. Analyze the connections between the history and contemporary structures of social policy.
3. Understand the impact of economics, politics, and social values on the identification of social problems and policy formation in the United States and the ways that issues of diversity (such as culture, class, gender, physical or mental ability, sexual orientation, and age) have been addressed.
4. Apply conceptual frameworks for analyzing the development of social welfare policy.
5. Define key concepts in social welfare policy (e.g., universal, residual, public assistance, social insurance, cash, in-kind).
6. Understand the major policies that form the foundation of social welfare policy in the U.S.
7. Apply relevant research frameworks for evaluating the effects of social welfare policy on national, state, and local populations and economically vulnerable subgroups.
8. Analyze the impact of social welfare policy in terms of social and economic justice and the promotion of social work values.
9. Discuss trends in comparative international social welfare policy.
10. Understand roles social workers play in the formation of social policy and the effects of social policies on social work practice.
11. Exercise policy advocacy skills at the legislative and organizational levels.

### **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

### III. TEACHING METHODS

A variety of teaching methods will be used including interactive lectures (students are encouraged to ask questions and make comments during the lectures), readings, discussions, group activities, class exercises, guest speakers, videos, written assignments and student presentations. Student participation is critical to the teaching and learning in this course. All students are encouraged to actively participate during in class discussions and with the instructors during office hours.

### IV. REQUIRED TEXT AND MATERIALS

Segal, E. A. (2016). *Social Welfare Policy and Social Programs: A Values Perspective* (4th Ed.). Boston, MA: Cengage Learning.

Additional required readings, case studies, podcasts, and videos will be posted to Canvas.

### V. COURSE REQUIREMENTS

Course Requirements	% of Grade
A. Class Participation	10%
B. In-class Quizzes (5)	10%
C. Op-Ed/Advocacy Project	20%
D. Social Welfare Policy Field Assignment	10%
E. Policy Brief	35%
F. Policy Brief Group Presentation	15%
<b>TOTAL</b>	<b>100%</b>

- A. Class Participation (10% of the final grade):** Students are expected to actively participate in group discussions and class activities. Participation will be assessed based on the quality of their contribution to the collective learning of the class.
- B. In-class quizzes (10% of the final grade; 2.5% per quiz):** Students will be given five quizzes throughout the semester on assigned dates. Each quiz will cover assigned readings from the following week of the previous quiz to the particular week in which the quiz is given. At the end of semester, the lowest quiz grade will be dropped. Because of this drop policy, no make-up quizzes will be given unless warranted by a documented serious illness or emergency that results in a student missing more than one quiz.
- C. Op-Ed/Advocacy Project (20% of the final grade):** Students will team up (instructor will assign triads) with classmates to develop and submit an Opinion Editorial related to problems, issues, programs, policies and other material covered in class. Opinion editorials, or "op-eds," are short commentary pieces. An op-ed is an excellent way to

communicate your messages, directly and unfiltered, to target audiences. Op-Eds can be very useful tools for advocates to get your message out. Op-eds appear each day in almost every newspaper and usually weigh in on current issues, express a viewpoint, and frequently offer solutions to address those issues. Op-eds are a great advocacy tool and a way to raise awareness about important social justice, social welfare and social policy issues. If they are printed, they are read by decision makers, opinion leaders and fellow citizens. The team of 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.

Requirements:

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

Criteria for Evaluation:

√ Clarity and timely completion of the assignment.

√ Provide a hard copy of the email sent to the editor.

**D. Social Welfare Policy Field Assignment (10% of the final grade):** This field assignment gives you the opportunity to learn about social welfare policy and public benefits programs from a client’s perspective by navigating the social welfare system. Choose **one** of the four field assignments and write a 2-3 page essay answering the questions related to the particular experience. **This is an individual assignment.**

2-3 pages, typewritten, double-spaced, with 1 inch margins. Headings should appear left aligned as shown below:

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

Feel free to use the headings listed below to organize your paper.

### **1. APPLY FOR AN ENTRY LEVEL JOB**

Describe the job.

What are the necessary qualifications?

What is the hourly wage?

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

Is there a chance to earn overtime?

What are the hours, other expectations of the position?

Is there opportunity for advancement?

What are your overall impressions and observations?

What are the relevant social welfare policies or theories? **Cite two outside references SCHOLARY WORK ONLY (DO not include the assigned text or other readings assigned by the professor) to support your answer, include a bibliography.**

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

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

Where does one go? Is it accessible?

What is the surrounding neighborhood like?

What identification/verification is needed?

What is the cost?

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

Do they provide loans? At what cost?

What are your overall impressions and observations?

What are the relevant social welfare policies or theories? **Cite two outside references SCHOLARY WORK ONLY (DO not include the assigned text or other readings assigned by the professor) to support your answer, include a bibliography.**

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

## **3. SECURE A SAFE AND AFFORDABLE RESIDENCE**

What space is available for what price?

What verification/supporting documentation is needed?

What are the costs to apply?

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

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

What are your overall impressions and observations?

What are the relevant social welfare policies or theories? **Cite two outside references SCHOLARLY WORK ONLY (DO not include the assigned text or other readings assigned by the professor) to support your answer, include a bibliography.**

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

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

What was the application procedure?

What documents do you need?

What are the eligibility criteria?

How much will you receive and for how long?

Describe the office and caseworkers.

What were the dynamics of your interactions with the staff?

What are your overall impressions and observations?

What are the relevant social welfare policies or theories? **Cite two outside references SCHOLARLY WORK ONLY (DO not include the assigned text or other readings assigned by the professor) to support your answer, include a bibliography.**

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

Criteria for Evaluation:

√ Clarity and timely completion of the assignment.

√ Reflective responses to the questions listed above and citing two outside references.

**Cite two outside references SCHOLARY WORK ONLY (DO not include the assigned text or other readings assigned by the professor) to support your answer, include a bibliography.**

**E. Policy Brief (35% of the final grade):** Write a 5-7 page, single spaced, policy brief providing policy advice on the social issue your group is interested in impacting. Drafting a policy brief will be covered in class and materials related to how to write a policy brief can be found in a folder titled, "Policy Brief."

**Turn in 3 social issues you are interested in as the focus of your policy analysis on 9/9. One paragraph summary of the policy brief topic will be turned in on 12/5.**

**Title of Brief:**

**Executive Summary:**

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

**Statement of Issue/Problem:**

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

What role can the audience play in enhancing the issue?

Why should they get involved?

How should they respond?

**Background of the problem:**

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

**Statement of why it is of interest to you:**

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

**Pre-existing Policies:**

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

**Policy Options:**

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

**Advantages and Disadvantages of Each Policy Option:**

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

**Your Recommendation:**

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

**Sources Consulted or Recommended:**

This is essentially a bibliography in the event that the decision maker has the interest and time to read up on a specific issue. Aside from standard books and scholarly articles, credible on-line sources and personal interviews can be added to the required ten scholarly based bibliographies.

**Addendum: Influencing the Course of Social Welfare Policy**

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

- What is your objective of impacting this social issue? How much should you seek to win and why?
- Who is your primary audience, the person or institution with the authority to deliver what it is recommended? How are they likely to react to your policy brief?
- What kind of coalition and alliances do you need to form? How would you recruit these allies? What resources will your coalition need and what groups would likely bring those to the table on your issue?



- What is your advocacy message and why?
- Who are the individuals and/or communities impacted by your policy recommendation? How do they see the situation?
- Who is your opposition? What will their strategy be and how might you counter it?
- What kinds of actions will your coalition use? What actions won't you use? Why?
- What is your plan to get media attention to your policy brief?
- How will you evaluate your strategy to see if it is working?

Criteria for Evaluation:

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

**F. Policy Brief Group Presentation (15% of the final grade):** This thirty minute presentation should involve all group members and cover the following topics addressed by the Policy Brief: Statement of Issue/Problem, Background of the problem (make sure you underscore the scholarly literature and facts to set the rationale for this being an important issue of concern), Statement of why it is of interest to you, Pre-existing Policies, Policy Options, Advantages and Disadvantages of Each Policy Option, Your Recommendations and Addendum: Influencing the Course of Social Welfare Policy. The presentation should make use of Powerpoint/Prezi and/or other audiovisuals, such as video clips. As part of the presentation, the group will lead a class discussion or exercise

related to the policy brief. Each group should prepare a detailed plan for their facilitation of the group discussion and exercise, including the use of discussion prompts or questions.

*\* Assignments should be submitted electronically via Canvas unless directed otherwise.*

*\* Extra Credit Opportunities:* Students may write a brief reflection (150 - 250 words) to each documentary/film shown during the class (Note: Four documentary showing are planned throughout the semester: 9/25, 10/7, 10/21, 11/18). Each writing is worth up to 0.5% of the final grade. To receive a full score, the reflection writing must include (1) what you learned and (2) your critical assessment/perspectives on the topic covered in the documentary. Each reflection writing should be posted under the relevant discussion thread before next class begins.

## VI. GRADES

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

## VII. CLASS POLICIES

**Class Attendance and Participation.** Your attendance and participation are expected for all class sessions. **Missing more than two classes will result in loss of a letter grade.** Make sure to sign the weekly attendance sheet. If attendance status on Canvas is inaccurate it is student's responsibility to notify the instructor before final grades are posted. Participation includes doing the assigned readings before the class session and engaging in class discussions and activities.

**Scholastic Dishonesty.** Scholastic dishonesty in any of its forms (including plagiarism) may result in a report to the Assistant Dean for Master's Programs in the School of Social Work, the Dean of the School of Social Work, the Dean of the Graduate School, and/or Student Judicial Services. Students may receive an "F" for the course and other sanctions in accordance with UT Austin policies, including dismissal from the university. Also see information on UT's scholastic dishonesty policy at <http://deanofstudents.utexas.edu/sjs/>

**Assignments.** Assignments should be turned in electronically (unless noted differently) prior to the beginning of the class on the date they are due, barring serious, unforeseen medical illness or family emergencies. Students must inform the course instructor prior to a due date (via e-mail) and offer a valid excuse with documentation if an extension on a due date is to be provided. If you miss a due date and do not give prior notice, or if you do not have a valid excuse, 20% of the full score will be deducted for each day (or part thereof) that your assignment is late. Unless otherwise noted, written assignments must follow the American Psychological Association (APA) format.

**Course Modification.** Course modifications (e.g., calendar, guest speakers, assignments) may need to be made for various reasons. Should any modifications be made to the course schedule related to content, assignments, etc., students will be notified in class and/or by e-mail. Students should check their e-mail frequently, and students who are absent from class should check on announcements made in class during their absence.

**Use of Canvas.** Canvas, a web-based course management system (accessible at <http://courses.utexas.edu>), will be used to distribute course materials, make announcements, and post grades. Students should check Canvas regularly for updated class information. Technical support for using Canvas is available at the ITS Help Desk by calling 512-475-9400, Monday through Friday, 8 a.m. to 6 p.m.

## 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.** 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 and Mental Health Center at 512-471-3515 or online at the CMHC's new link: <https://cmhc.utexas.edu/>

**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 the offices new link: <http://diversity.utexas.edu/disability/>

**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.

**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.
- 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

*Note. For classes involving group exercises or activities marked with an asterisk (\*), electronic devices with internet access (e.g., laptops, tablet computers, smartphones, etc) are needed. If you do not have a personal computer with internet access, there are computers available for your use at the SW Learning Resource Center (LRC) and the Flawn Academic Center.*

DATE	DESCRIPTION	ASSIGNED READINGS	ASSIGNMENT DUE
<b>Week 1</b> 8/28	<ul style="list-style-type: none"> <li>▪ Introductions of instructor and students</li> <li>▪ Course Overview</li> <li>▪ What is social welfare and social welfare policy?</li> </ul>	<p><b>Text:</b> Segal (2016) Ch.1</p> <p><b>Canvas:</b> Syllabus; NASW Code of Ethics</p>	

<b>Week 2</b> 9/2	<i>No class – Labor Day</i>		
9/4	<ul style="list-style-type: none"> <li>▪ The Social Work Grand Challenges</li> <li>▪ Group exercise: Social problem analysis*</li> </ul>	<b>Via the Web:</b> The 12 Grand Challenges for Social Work	
<b>Week 3</b> 9/9	<ul style="list-style-type: none"> <li>▪ Policy practice</li> <li>▪ Conceptual foundations of social welfare policy</li> </ul>	<b>Text:</b> Segal (2016) Ch. 14 & 3  <b>Canvas:</b> Wolkomir (2018)	<ul style="list-style-type: none"> <li>▪ Turn in 3 social issues (per group) you are interested in as the focus of your policy analysis</li> </ul>
9/11	<ul style="list-style-type: none"> <li>▪ Policy practice</li> <li>▪ Conceptual foundations of social welfare policy</li> </ul>	<b>Text:</b> Segal (2016) Ch. 14 & 3	
<b>Week 4</b> 9/16	<ul style="list-style-type: none"> <li>▪ Historical background of social welfare</li> </ul>	<b>Text:</b> Segal (2016) Ch. 2	<ul style="list-style-type: none"> <li>▪ Quiz #1</li> </ul>
9/18	<ul style="list-style-type: none"> <li>▪ Social welfare policy development: Legislative process</li> <li>▪ Group Activity: Legislative Scavenger Hunt*</li> </ul>	<b>Text:</b> Segal (2016) Ch. 4	
<b>Week 5</b> 9/23	<ul style="list-style-type: none"> <li>▪ The delivery of social welfare services</li> </ul>	<b>Text:</b> Segal (2016) Ch. 5	
9/25	<ul style="list-style-type: none"> <li>▪ Social justice and civil rights</li> <li>- Film: Anita: Speaking truth to power.</li> </ul>	<b>Text:</b> Segal (2016) Ch. 6	<ul style="list-style-type: none"> <li>▪ Quiz #2</li> </ul>
<b>Week 6</b> 9/30	<ul style="list-style-type: none"> <li>▪ Children and Families I: Major federal social welfare programs for children and families</li> </ul>	<b>Text:</b> Segal (2016) Ch. 11  <b>Canvas:</b> Mongeau (2016) Strauss (2016)	
10/2	Children and Families II: Child Welfare	<b>Text:</b> Segal (2016) Ch. 11	

<b>Week 7</b> 10/7	<ul style="list-style-type: none"> <li>▪ Children and Families III</li> <li>- Film: The Raising of America – The signature Hour</li> </ul>	<b>Text:</b> Segal (2016) Ch. 11	
10/9	<ul style="list-style-type: none"> <li>▪ Social welfare policy analysis and research</li> <li>▪ Group exercise: Social welfare policy analysis</li> <li>▪ Mid-term course feedback</li> </ul>	<b>Text:</b> Segal (2016) Ch. 4	▪ Quiz #3
<b>Week 8</b> 10/14	<p><b><i>No Class –Social Welfare Policy Field Assignment</i></b></p> <p>Note: We will not meet as a group on this day. This time has been allotted for the Social Welfare Policy Field Assignment.</p>		
10/16	<ul style="list-style-type: none"> <li>▪ Poverty and economic inequality I</li> <li>▪ Class exercises: Living on public assistance and calculating a living wage</li> <li>▪ Present to class: Social Welfare Policy Experience</li> </ul>	<b>Text:</b> Segal (2016) Ch. 7	▪ Social Welfare Policy Field Assignment
<b>Week 9</b> 10/21	<ul style="list-style-type: none"> <li>▪ Poverty and economic inequality II</li> <li>- Film: Work &amp; Happiness: The Human Cost of Welfare</li> </ul>	<b>Text:</b> Segal (2016) Ch. 7	
		<b>Canvas:</b> Brown (2016)	
10/23	<ul style="list-style-type: none"> <li>▪ Economics, employment, budgets, and taxes</li> </ul>	<b>Text:</b> Segal (2016) Ch. 8	
		<b>Canvas:</b> Hoynes (2014)	
<b>Week 10</b> 10/28	<ul style="list-style-type: none"> <li>▪ Social insurance</li> </ul>	<b>Text:</b> Segal (2016) Ch. 9	
		<b>Canvas:</b> Pear (2018)	
		<b>Via the Web:</b> Huddleston (2017)	



10/30	▪ International comparisons of social welfare regimes	<b>Canvas:</b> Esping-Anderson (1999, pp.74-85)	▪ Quiz #4
<b>Week 11</b> 11/4	▪ Crafting & Writing Op-Eds	<b>Canvas:</b> How to Write & Place Op-Ed Pieces Writing Successful Op-Eds & Letters to the Editor	
11/6	<i>No Class –Op-Eds</i> Note: We will not meet as a group on this day. This time has been allotted for the Op-Eds.		
<b>Week 12</b> 11/11	▪ Health care policy I	<b>Text:</b> Segal (2016) Ch. 12	Op-Ed Due
11/13	▪ Health Care policy II: Major health care policy	<b>Text:</b> Segal (2016) Ch. 12  <b>Canvas:</b> Rudowitz, Artiga, & Arguello (2014)	
<b>Week 13</b> 11/18	▪ Health Care Policy III - Film: Sick around the world	<b>Text:</b> Segal (2016) Ch. 12	
11/20	▪ Aging and social welfare policy	<b>Text:</b> Segal (2016) Ch. 10	
<b>Week 14</b> 11/25	Writing Policy Brief	<b>Canvas:</b> Policy Brief Checklist	▪ Quiz #5
11/27	<i>No class – Thanksgiving holiday</i>		
<b>Week 15</b>			

12/2	▪ Group Presentations		
12/4	▪ Group Presentations		
<b>Week 16</b> 12/9	▪ Class Evaluation ▪ Wrap-Up		▪ Policy Brief Due

## X. BIBLIOGRAPHY

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- Wolkomir, E. (2018). *How SNAP can better serve the formerly incarcerated*. Center on Budget and Policy Priorities. Washington, DC.

### Internet Resources and Websites

Austin Statesman’s series, “Missed Signs, Fatal Consequences”

- <http://projects.statesman.com/news/cps-missed-signs/>
- The 12 Grand Challenges for Social Work (American Academy of Social Work and Social Welfare)
- <http://aaswsw.org/grand-challenges-initiative/12-challenges/>
- The Social Work Grand Challenges
- <http://aaswsw.org/grand-challenges-initiative/12-challenges/>
- The Women's and Children's Health Policy Center's resources on writing policy briefs
- [https://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy\\_brief/index.html#resources](https://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy_brief/index.html#resources)