

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

**Course Number:** SWN382R

**Unique Number:** 87585

**Semester:** Summer 2020

**Meeting Time:** T/TH 1:30pm-4pm

**& Place:** On-line\*

**Instructor:** Robert Ambrosino, Ph.D.

**Email:** Robert.ambrosino@utexas.edu

**Office:** On-line (see hours below)

**Office Phone:** (210) 268-9043

**Office Hours:** T-TH 11:00 am – 12:30 pm  
and by appointment via Zoom

\*This class will be conducted using asynchronous (non-face to face) on-line format, with the exception of the 1<sup>st</sup> and last classes and three lab days, all of which will be held using Zoom.

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**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**

The class will use a form of blended learning in which students learn content both in synchronous and asynchronous on-line formats. Specially-designated lab days will serve as protected time for students to work on class assignments as well as a means for the course instructor to check-in with students.

Canvas will be used for communication between students and the instructor. Some materials, grades, and attendance will also be posted online. The course Canvas site can be accessed at <http://courses.utexas.edu> or the Social Work web page (requires Internet connection and UT EID and password). The Help Desk available through the UT home page ([www.utexas.edu/its/help](http://www.utexas.edu/its/help)) or at 475-9400 is available to assist students with Canvas-related questions.

### **IV. REQUIRED TEXTS AND MATERIALS**

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

Lopez, William D. (2019). *Separated: Family and community in the aftermath of an immigration raid*. Baltimore, MD: Johns Hopkins University Press.

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

## V. COURSE REQUIREMENTS

### **Assignment #1** - Food insecurity project (20% of course grade)

Students will *work in groups of four to five members each* to complete this assignment (group membership will be determined by the course instructor). Each group will be assigned one (or two, depending on size) 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* (note that emphasis is on households and not individuals):

- Official poverty rate (100%) as reported by the U.S. Census Bureau ([www.census.gov](http://www.census.gov))
- Number of households that qualify for Supplemental Nutrition Assistance Program (SNAP) benefits (this information will be provided by the instructor)
- Number of households who actually receive SNAP benefits (12-month average for calendar year 2019) as reported by the Texas Health and Human Services Commission (HHSC) ([www.hhsc.state.tx.us](http://www.hhsc.state.tx.us))
- SNAP take-up rate (percentage of households eligible for SNAP benefits that actually receive them) (rate = actual/eligible x 100)

Each group will also be responsible for providing the following information:

- Description of the socioeconomic and geographic characteristics of the region
- Interpretation of the SNAP take-up rate in assigned region (expected vs. actual, anomalies or outliers)
- 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 its findings via Zoom on the last day of class, and should be prepared to field questions about their work from the course instructor as well as other class members.

Group presentations must be supported by a series of Power Point slides.

Additional resources for completing this assignment will be posted in the Food Insecurity folder on the course Canvas site.

Class presentations will be held on **July 28**.

**Assignment #2** - Policy analysis (35% of course grade)

Students will *work in groups of four to five members each* to complete this assignment (group membership will be determined by the course instructor). 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 assigned a grade and suggestions for revision; the final paper will be assigned a separate grade and will be a composite of both installments (as revised).

The policy analysis should contain the following content:

**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 first emerged, to the present. A timeline should be included to highlight the discussion of key historical events.

**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 9**. Note that the topic must be approved by the course instructor *prior* to the group beginning this assignment.

Installment I and Installment II are due on **June 25** and **July 21**, respectively. The final (revised) version of both installments is due on **July 28** (last day of class).

Additional resources for completing this assignment will be posted in the Policy Analysis folder on the course Canvas site.

### **Assignment #3** - Opinion editorial (common assignment, 15% of course grade)

*Each student* in the class will write an opinion editorial related to the policy analyzed by the group to which they were assigned. 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.

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.

Students who present proof that their op-ed was submitted for publication will earn two points to be added to their course assignment total.

The date for submitting the op-ed is **July 23**.

Additional resources for completing this assignment will be posted in the Op-ed folder on the course Canvas site.

**Assignment #4** – book analysis (20% of course grade)

Each student will read the *Separated* book by William Lopez and respond to the following content:

- Give a brief overview of the book and the author's perspective on the issue/problem
- Identify the social welfare policy issue/problem addressed. How is this issue/problem defined? Who is impacted and in what ways?
- How has this issue/problem been addressed historically?
- What values perspectives, beliefs, and frameworks can be used to understand this issue/problem?
- Discuss this social welfare issue/problem from the perspectives of power, privilege, oppression, and marginalization. Who has the power to implement changes so this issue/problem is reduced or eradicated?
- What is the public reaction to this issue/problem?

- If you ruled the world, what policy or policies would you put in place to address this issue/problem? Justify your choice(s)
- Identify at least *five* specific actions a social work advocate can play to address this issue/problem

The due date for this assignment is **July 14**.

**Assignment #5** – discussion assignments (15% of course grade)

Each student will complete five (5) discussion assignments posted on the course Canvas site. Instructions for completing these assignments will be included in each posting.

The due dates for the discussion assignments are contained in the course schedule.

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

	<b>Assignment</b>	<b>Due Date</b>
1	Food insecurity project (presentation and accompanying Power Point slides)	July 28
2	Policy analysis	
	Proposal	June 9
	Installment I (draft)	June 25
	Installment II (draft)	July 21
	Installment I + II (revised)	July 28
3	Opinion editorial (op-ed)	July 23
4	<i>Separated</i> book analysis	July 14
5	Discussion assignments	Various

**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** (note that some of the following policies have been modified to accommodate the fact that the class will be conducted on-line)

**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 participants in the learning process by completing all assigned readings and viewing all Power Point presentations and related videos.

**Professional Communication and Interactions:** 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 toward others, and covert acts, such as excluding class members from completing assigned tasks.

**Electronic Devices:** All communication devices should be turned off or placed on silent mode and put away during on-line class sessions, unless otherwise required by the class.

**Class Attendance Policy:** All students are expected to participate in all on-line class sessions.

**Assignments and Grades:** Assignments should be turned in via Canvas 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.

**Use of Canvas:** The professor will use the Canvas Web-based course management /collective workspace for this class. An orientation to the course Canvas site will be given the first day of class.



**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. In such cases, 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.

**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/>.

**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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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.

**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>.

**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 on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University’s Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

**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.

**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 have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. 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** (Class dates highlighted in yellow will be conducted via Zoom)

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment(s)</b>
June			
4	<ul style="list-style-type: none"> <li>• Review of course assignments</li> <li>• Four-factor framework for understanding social welfare policy</li> <li>• View and discuss <i>The Many Faces of Texas</i></li> <li>• Break into assigned groups to begin planning for policy analysis project</li> </ul>	<p><u>Chapter 1</u> of course text <u>Power Point slides</u></p> <ul style="list-style-type: none"> <li>• Preparing for the food insecurity assignment</li> <li>• The Welfare State</li> <li>• Four-factor Framework for Policy Analysis</li> <li>• Development of social welfare policy</li> <li>• Models of policy analysis</li> </ul>	<p><b>Discussion assignment #1</b> – Why is Texas in the bottom 10? (available from 6/4 to 6/7)</p>
9	<ul style="list-style-type: none"> <li>• How a bill becomes a law in Texas</li> <li>• Finding and tracking legislation</li> <li>• Analyzing and researching social welfare policies and programs</li> </ul>	<p><u>Chapter 4</u> of course text <u>Power Point Slides</u></p> <ul style="list-style-type: none"> <li>• Brief primer on using census data</li> </ul> <p><u>On-line Resources</u> <a href="https://capitol.texas.gov/">https://capitol.texas.gov/</a> <a href="http://www.congress.gov">www.congress.gov</a></p>	<p><b>Policy analysis topic due</b></p>
11	<ul style="list-style-type: none"> <li>• Conceptual foundations of social welfare policy</li> <li>• Delivery of social welfare services</li> <li>• Policy advocacy skills and competencies</li> <li>• Rule development process</li> </ul>	<p><u>Chapter 3</u> and <u>Chapter 5</u> of course text <u>Power-point Slides</u></p> <ul style="list-style-type: none"> <li>• Typical rule- development process</li> <li>• Conceptual foundations of social welfare policy</li> <li>• Delivery of social welfare services</li> <li>• Policy-making models</li> </ul>	
16	<b>Lab Day</b> (via Zoom)	Instructor check-in, protected time to work on class assignments.	
18	<ul style="list-style-type: none"> <li>• Historical foundations of social welfare in America: colonial times through passage of the Social Security Act of 1935</li> </ul>	<p><u>Chapter 2</u> of course text <u>Videos</u></p> <ul style="list-style-type: none"> <li>• The orphan train movement <a href="https://www.youtube.com/watch?v=WDJx8m5DCL4">https://www.youtube.com/watch?v=WDJx8m5DCL4</a></li> <li>• The Mary Ellen story <a href="http://www.youtube.com/watch?v=bygP_sulo_g&amp;oref=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DbygP_sulo_g&amp;has_verified=1">www.youtube.com/watch?v=bygP_sulo_g&amp;oref=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DbygP_sulo_g&amp;has_verified=1</a></li> </ul>	
23	<ul style="list-style-type: none"> <li>• Historical foundations of social welfare in America: WWII through Donald Trump’s first term as POTUS</li> </ul>	See block immediately above.	<p><b>Discussion assignment #2</b> – The past as prologue (available 6/23 – 6/26)</p>

Date	Topic	Readings	Assignment(s)
25	<ul style="list-style-type: none"> <li>• Preparing a policy brief</li> <li>• Preparing an opinion Editorial or op-ed</li> <li>• Using a logic model in policy advocacy</li> </ul>	<p><u>Posted on Canvas</u> (Policy Brief and Op-ed folders)</p> <ul style="list-style-type: none"> <li>• Sample policy briefs and opinion editorials</li> <li>• <i>Logic Model Development Guide</i></li> </ul> <p><u>Power Point Slides</u></p> <ul style="list-style-type: none"> <li>• Op-ed Guidelines</li> <li>• Op-ed Steps</li> <li>• Preparing a Policy Brief</li> <li>• Preparing a Logic Model</li> </ul>	<b><u>Installment I</u></b> <b>due</b>
30	<b>Lab Day</b> (via Zoom)	Instructor check-in, protected time to work on class assignments.	
July			
2	<ul style="list-style-type: none"> <li>• Poverty and economic inequality</li> <li>• Food insecurity in America</li> <li>• Navigating the Federal budget</li> <li>• Navigating the Texas Budget</li> </ul>	<p><u>Chapter 7</u> and <u>Chapter 8</u> of course text</p> <p><u>Power Point slides</u></p> <ul style="list-style-type: none"> <li>• FY 2020 - 2021 federal budget</li> <li>• Working Poor in America</li> <li>• Varieties of Inequality</li> <li>• Food Insecurity in the Unites States</li> <li>• Poverty in America</li> </ul> <p><u>On-line resources</u></p> <p><a href="https://www.cbpp.org/house-farm-bill-briefswho-would-its-snap-proposals-harm">https://www.cbpp.org/house-farm-bill-briefswho-would-its-snap-proposals-harm</a></p> <p><a href="https://www.childrensdefense.org/wp-content/uploads/2020/05/CDF-SNAP-Brief-May-2020.pdf">https://www.childrensdefense.org/wp-content/uploads/2020/05/CDF-SNAP-Brief-May-2020.pdf</a></p> <p><a href="https://www.cbo.gov/publication/56351">https://www.cbo.gov/publication/56351</a></p> <p><a href="http://www.crfb.org/">http://www.crfb.org/</a></p>	<b>Discussion assignment #3</b> -Fix the national debt (available 7/2 – 7/5)
7	<ul style="list-style-type: none"> <li>• Health care disparities in America</li> </ul>	<p><u>Power Point Slides</u></p> <ul style="list-style-type: none"> <li>• Health Care in America</li> </ul> <p><u>On-line Resource</u></p> <p><a href="http://www.kff.org">www.kff.org</a></p>	
9	<ul style="list-style-type: none"> <li>• Homelessness in America</li> </ul>	<p><u>Canvas</u></p> <p>Multiple documents related to the antecedents and consequences of homelessness in America posted to the Supplemental Materials folder</p> <p><u>Power Point Slides</u></p> <ul style="list-style-type: none"> <li>• Homeless in America</li> <li>• Homeless Women</li> <li>• Youth Homelessness</li> </ul> <p><u>Videos</u></p> <p><i>Poor Kids of Silicon Valley</i></p> <p><a href="https://www.ted.com/talks/lloyd_pendleton_the_housing_first_approach_to_homelessness?language=en">https://www.ted.com/talks/lloyd_pendleton_the_housing_first_approach_to_homelessness?language=en</a></p>	<b>Discussion assignment # 4</b> - Why can't we solve the problem of homelessness? (Available from 7/9 – 7/12)
14	<b>Lab Day</b> (via Zoom)	Instructor check-in, protected time to work on class assignments.	<b>Separated book analysis due</b>

Date	Topic	Readings	Assignment(s)
16	<ul style="list-style-type: none"> <li>Developing a Legislative Appropriations Request or LAR</li> <li>Texas “rainy day fund”</li> </ul>	<p><u>Canvas</u> (posted to the Supplemental Materials folder)</p> <ul style="list-style-type: none"> <li>Selected materials from the Texas Legislative Library</li> <li>Sample LAR from Texas state agency</li> </ul>	
21	<ul style="list-style-type: none"> <li>Aging and social welfare policy</li> <li>The changing face of retirement</li> <li>We are living longer, but at what cost?</li> </ul>	<p><u>Chapter 10</u> of course text</p> <p><u>On-line resources</u></p> <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5453737/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5453737/</a></p> <p><a href="https://www.apa.org/pi/about/publications/caregivers/fq/health-effects">https://www.apa.org/pi/about/publications/caregivers/fq/health-effects</a></p> <p><a href="https://www.caregiving.org/research/impact-of-caregiving/">https://www.caregiving.org/research/impact-of-caregiving/</a></p> <p><a href="https://www.ncoa.org/">https://www.ncoa.org/</a></p> <p><a href="https://pubmed.ncbi.nlm.nih.gov/12848256/">https://pubmed.ncbi.nlm.nih.gov/12848256/</a></p>	<b>Installment II due</b>
23	<ul style="list-style-type: none"> <li>Social problems in the global arena</li> </ul>	<p><u>Chapter 13</u> of course text</p> <p><u>Power Point slides</u></p> <ul style="list-style-type: none"> <li>The worldwide refugee crisis</li> <li>The story of Aleppo</li> <li>Policy Advocacy in the International Arena</li> </ul> <p>International Social Work</p> <ul style="list-style-type: none"> <li>International Federation of Social Workers</li> </ul> <p><u>On-line resource</u></p> <p><a href="http://www.ifsw.org">www.ifsw.org</a></p>	<p><b>Discussion assignment #5</b> – What if we opened our doors to displaced refugees? (available from 7/23 – 7/26)</p> <p><b>Op-ed due</b></p>
28	<p><u>Last day of class</u></p> <ul style="list-style-type: none"> <li>My greatest take-away from this class</li> </ul>	No readings	<ul style="list-style-type: none"> <li><b>Food security assignment presentations via Zoom</b></li> <li><b>Revised Installment I + II due</b></li> </ul>

**X. BIBLIOGRAPHY**

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#### Suggested websites

Brookings Institution [www.brook.edu](http://www.brook.edu)

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

Center on Budget and Policy Priorities [www.cbpp.org](http://www.cbpp.org)

Center for Law and Social Policy [www.clasp.org](http://www.clasp.org)

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

Children's Defense Fund [www.childrensdefense.org](http://www.childrensdefense.org)

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

Kaiser Family Foundation [www.kff.org](http://www.kff.org)

Institute for Research on Poverty [www.ssc.wisc.edu/irp](http://www.ssc.wisc.edu/irp)

Manpower Demonstration Research Corporation [www.mdrc.org](http://www.mdrc.org)

Mathematica Policy Research [www.mathematica-mpr.com/](http://www.mathematica-mpr.com/)

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

National Indian Child Welfare Association (NICWA) [www.nicwa.org](http://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](http://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/>

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

Federal Government sites

U.S. Census Bureau [www.census.gov](http://www.census.gov)

Congressional Budget Office [www.cbo.gov](http://www.cbo.gov)

Bureau of Labor Statistics [www.bls.gov](http://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>