

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

Course Number: SW 382R
Unique Number: 61165
Semester: Spring 2021
Meeting Time: Thurs. 2:30 – 5:30pm
& Place: Online

Instructor: Shetal Vohra-Gupta
Email: sgupta@austin.utexas.edu
Office Phone: 512-232-2701
Office: 3.116D
Office Hours: By appointment

SOCIAL 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:

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

EPAS Competencies

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

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

Competency 5: Engage in Policy Practice

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

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

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

III. TEACHING METHODS

This course is designed to incorporate a variety of teaching methods, including interactive lectures, experiential group activities, reading assignments, and audiovisual material to help students understand the development of social welfare policy and its analysis and to demonstrate this knowledge in class discussions, written assignments, and presentations.

IV. REQUIRED TEXT AND MATERIALS

- Segal, Elizabeth. (2016). Social welfare policy and social programs: A values perspective (4th edition). Boston, MA: Brooks-Cole Cengage Learning
- Warde, B. (2017). Inequality in U.S. Social Policy: An historical analysis. New York, NY: Taylor and Francis.

Supplemental readings provided through canvas from the following books:

- Stone, D. (2012). Policy Paradox. New York, NY: W.W Norton and Company.

V. COURSE REQUIREMENTS

Final grades for the course will be determined by the following:

Class Participation 25% (25 points)
Quizzes (5 Total) 25% (25 points)
Op-Ed 20% (20 points)
Policy Analysis Paper 30% (30 points)

- 1) Class Participation (25 total points)
- 2) Quizzes (25 total or 5 points/quiz)

Students will be given (5) quizzes throughout the semester. The quizzes will ask basic questions taken from readings, so it is important that students read each week's assigned readings before class

- 3) Policy analysis and action paper (50 points)

The policy analysis and action project is designed to provide opportunities to learn more about the legislative process and an important, current policy issue of interest to the student; develop skills in policy analysis and writing and presenting that are critical to the social work profession; and learn more about the roles social workers and others play in the policy process to increase social, economic, environmental, and other forms of justice. **As part of the project, each student will develop (a) and talking points handout and infographic or a short policy brief, and (b) a class presentation in the form of legislative testimony that together are worth 30% of the final grade, and (c) an opinion editorial and letter to the editor worth 20% of the final grade.** You can do the talking points handout and infographic or the short policy brief with a classmate, but op-ed and letter should be done alone.

(a) Talking points handout and infographic or policy brief

The talking points handout and infographic or policy brief should provide a well-informed presentation of the policy issue/bill(s) you have chosen and a clearly articulated and defensible solution(s) for addressing the issue intended to increase social, economic, environmental, or other forms of justice. We will discuss how to develop and present these products in class so that they are informative, well organized, accessible, and appealing to intended audiences. Your project must include at least 10 scholarly references and three interviews cited. You may ALSO include references from the popular literature (newspaper, magazines) but they cannot be substituted for the minimum of 10 scholarly references. (Be careful about sources here—no unsubstantiated references from unknown sources)

(b) Mock Legislative Testimony

Make a 7 minute presentation to the class in the form of mock legislative testimony. Instructions for developing and presenting legislative testimony will be discussed in class. For class purposes, begin by explaining the issue, the bill(s) you have followed, and your position on the bills, and what you believe you should be done and why. If you are working with a partner, you will each have 7 minutes to present. Coordinate your testimony so as to limit repetition of the same points. Mock testimony will be given Class 11 (April 26) and 12 (May 7).

(c) Opinion Editorial (Op-ed)

Each student will write an opinion editorial related to her/his major course assignment (policy analysis/policy brief). Opinion editorials, or "op-eds," are short commentary pieces. An op-ed is an excellent way to communicate your message and advocate directly to a broad audience. Op-eds appear each day in almost every newspaper and address current issues, express a viewpoint, and frequently offer policy or other solutions to social problems. If printed in newspapers, elected officials and other decision makers, opinion leaders, and a wide range of community members may read them.

Your op-ed should do the following as articulated in the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards (EPAS), competency 5: "Engage in policy practice": (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 that you have "appl[ie]d critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and [/or] environmental justice." Be sure to 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 teaching you how to write a traditional op-ed piece, and you will be provided resources to assist in the process. Examples will also be provided of editorials and commentaries in electronic formats. You may submit your editorial in traditional, written form or in video or other electronic format. If you chose to write a traditional op-ed, it should be 500 to 750 words, single spaced. If you chose an electronic format, the number of words you use in written or spoken form should probably be similar and the op-ed should not exceed 3 or 4 minutes (depending on factors such as your use of graphics). Be sure your op-ed is based on solid evidence and sources and that you cite sources in a manner appropriate to an editorial.

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

- Professional conduct: Your attendance, attention, and participation are expected for all class sessions. Attendance includes arriving on time and remaining for the entire class session. Participation includes reading all assigned materials prior to the class session and engaging in class discussions and exercises. Lively class discussion is encouraged. Respectful communication is necessary to the learning environment. Attention includes turning off cell phone ringers and refraining from text messaging and other non-class activities. Students are also expected to observe professional codes of conduct with regard to confidentiality, dress, language, and other matters and exercise good judgment during class and while working with agencies, organizations, and other entities on assignments for this course.
- Scholastic dishonesty: Scholastic dishonesty in any of its forms 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 dishonestypolicy at <http://deanofstudents.utexas.edu/sjs/> 4. Course modifications: Course modifications may need to be made for various reasons such as weather that may result in cancelled classes. There are always many policy-related events such as conferences and presentations taking place on campus and in Austin and others that can be accessed via social media. We may want to take advantage of some of them, and this may also require modifying the course schedule. Should any modifications be made to the course schedule related to activities, content, assignments, etc., students will

be notified in class and/or by e-mail. Other course communications may also be done via e-mail (also see UT's policy on e-mail below in section VI). Students should check their e-mail frequently, and students who are absent from class should check on announcements made in class during their absence.

- Reading of materials should be done prior to each class meeting;
- The university honor code is to be used;
- Assignment must be typed, double spaced, with font size of 12;
- Be on time for each class and remain for the full period;
- Changes in the course schedule or assignments may be necessary;
- Opinions expressed by all students will be heard and respected;
- Offer and use feedback to strengthen skills;
- Maintain professional standards in all phases of the course;
- Independent thinking, creativity, and intellectual risk taking are encouraged;
- Students with a disability who require reasonable accommodations to insure their participation should contact the instructors at the beginning of the course;
- Any assignment that is turned in past the deadline will be accepted but reduced by 10% of points earned;

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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: <https://deanofstudents.utexas.edu/conduct/academicintegrity.php>.

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 <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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 <https://safety.utexas.edu/behavior-concerns-advice-line>.

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

<u>Date</u>	<u>Topic</u>	<u>Assignment Due</u>	<u>Readings</u>
1/21 Week 1	Overview of Course What is social welfare policy? Why study social welfare policy? Key populations: Race, ethnicity, gender Policy dilemmas Key concepts and terms		Segal, Ch 1
1/28 Week 2	History of social policy development? Historical Foundation of social welfare		Segal Ch 2 Stone, Introduction Warde, Ch 2

	Examining race and gender in the development of social policy		
2/4 Week 3	Conceptual Foundations of social welfare policy Forms of social welfare assistance Social Inequality Examining role of race/ethnicity in policy development	<i>Quiz 1</i>	Warde, Ch 3 Segal, Ch 3 Cheryl Hines article: “Whiteness as property”
2/11 Week 4	Delivery of Social Welfare Policy The policy process Motivation for racial equity? How to write an OpEd?		Segal Ch 4 Stone Ch 1
2/18 Week 5	Social Justice and civil rights policies Definitions of discrimination and oppression. What is policy analysis? Purpose and benefit of policy analysis	<i>Quiz 2</i>	Segal Ch 5 Warde, Ch 4 Crenshaw, K. Intersectionality
2/25 Week 6	Analyzing social welfare policies How to write a problem statement?		Segal Ch 6 McPhail article Warde Ch 4

	Models for policy analysis		
3/4 Week 7	Social Insurance Education Policy and Inequality	<i>Op-ed Due</i>	Segal Ch 7 Derrick Bell article: “Brown vs Board of Education and Interest Convergence”
3/11 Week 8	Poverty and Economic Inequality Anti-poverty policies, Conflicting values and beliefs	<i>Quiz 3</i>	1) Segal Ch 8 2) Warde Ch 8 3) Stone Ch 3
3/18 Week 9	Spring Break		
3/25 Week 10	Continue Poverty and economic Inequality Economic social welfare programs Labor Market and workforce policies		Segal Ch 9 Warde Ch 8
4/1 Week 11	Social Welfare policies and programs affecting children and families	<i>Quiz 4</i>	Segal Ch 10 Warde, Ch 6 and 12
4/8	Healthcare policy and programs		Segal Ch 11 Warde, Ch 9

Week 12			
4/15 Week 13	Immigration		Warde, ch 5 Stone Ch 6: Security
4/22 Week 14	Criminal Justice Policies	<i>Quiz 5</i>	Warde Ch 10 Stone 5 Liberty
4/29 Week 15	TBA		
5/7 Week 16	TBA	<i>Final paper and presentation Due</i>	

X. BIBLIOGRAPHY

A) Online sources for locating policies

<http://academic.udayton.edu/vernelliarandall/>

<http://thomas.loc.gov/home/thomas.php>

<http://www.law.cornell.edu/search/index.html>

http://statelaws.findlaw.com/texas-law/?DCMP=GOO-LAW_General-StatesPhrase&HBX_PK=Texas+Constitution

<http://www.legis.state.tx.us/billlookup/billnumber.aspx>

Legislation (previous laws):

<http://thomas.loc.gov/home/bdquery.html>

Executive Office of the President: <http://www.whitehouse.gov/>

www.govtrack.us/congress/bills

<http://www.senate.gov/>

<http://www.house.gov/>

<http://www.loc.gov/law/help/guide/federal.php>

Legislation(copies of historical laws):

<http://memory.loc.gov/ammem/help/constRedir.html>

http://racism.org/index.php?option=com_content&view=article&id=306:aspi0201&catid=64:asian-and-pacific-americans&Itemid=235

B) Examples of Policies

Americans with Disabilities Act
Affordable Care Act
Breast Cancer Treatment Act
Chinese Exclusion Act 1870
Civil Rights Act of 1964
 Death Penalty
Defense of Marriage Act
 Don't Ask Don't Tell
Dream Act
 Equal Rights Act
 Execution of Mentally Disabled
Fair Labor Standards Act 1938
Fairness in Drug Sentencing Act
Fetal Life Act 2013 – Texas
Fugitive Slave Act
 Genetic Information Disclosure Act 2008
Hyde Amendment on Abortion
Immigration Reform Act
Indian Child Welfare Act
Indian Removal Act
Japanese Internment Executive Order
Lilly Ledbetter Act
Matthew Shepherd Act
McKinney Homeless Assistance Act
 McKinney Housing Act
Minimum Sentencing Act
National Labor Relations Act 1935
Native American Health Act
Naturalization Act 1790
New Mexico Abortion in Rape Act
Parity Act
 Public Housing Act
 Racial Integrity Act – Virginia
 Stand Your Ground - Florida
 Stop and Frisk – New York City
TANF
TANF Drug Testing [Texas]
 Title IV E – Sports Equality
Truman's Executive Order on Desegregation
The Trust Act
 Unemployment Insurance
Violence Against Women Act
Voting Rights Act 1965
Women in the Armed Services Act
 Women's' Right to Vote 1922 – Constitutional Amendment

C) Important Court Cases

Plessy v Ferguson

Brown v Board of Ed
Minor v. Happersett
US v. Wong Kim Ark
US v. Brignoni-Ponce
Loving v Virginia
Buck v. Bell
Shelby v. Holder
National Federation v. Sebelius
Floyd v. City of New York
Citizens United
United States v. Windsor
Ledbetter v. Goodyear