

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

Course Number: SW 382R

Unique Number: 61175

Semester: Spring 2021

Meeting Time: Tuesday 5:30pm-8:30pm

& Place: On-line*

Instructor: Robert Ambrosino, Ph.D.

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

This class will be conducted using a combination of synchronous (group learning via Zoom) and asynchronous (independent learning on one's own) on-line format. All Zoom classes will be conducted during the regularly-scheduled class time (Tuesday, 5:30 pm – 8:30 pm).

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:

- 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.

- 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. 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. Designated lab days will serve as protected time for students to work on major class assignments.

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) or at 475-9400 is available to assist students with Canvas-related questions.

IV. REQUIRED TEXTS AND MATERIALS

Chapin, R.K., & Lewis, M. (2020). *Social policy for effective practice: A strengths approach* (5th edition). Routledge. [NOTE – 5th edition required]

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

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

V. COURSE REQUIREMENTS

Assignment #1 - Policy analysis (35% of course grade)

Students will *work individually or in groups of no more than three members each* to 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 cause(s) 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 and group composition (where appropriate) are due on **January 26**. Note that the topic must be approved by the course instructor *prior* to an individual or a group beginning this assignment.

Installment I and Installment II are due on **February 23** and **March 23**, respectively. The final (revised) version of both installments is due on **May 4** (last day of class).

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

Assignment #2 – Policy brief (20% of course grade)

For this assignment, students will prepare a policy brief derived from the policy analysis described above. The policy brief is an important tool used by policy advocates to convince policymakers to take a specific course of action. Simply said, a policy brief is a succinct presentation of a problem or issue, its context, and recommended action(s).

A good policy brief is clearly written, well-documented, compelling, to the point, speaks to implications of failure to act, includes visuals as well as text, and contains a specific call to action.

The policy brief completed for this assignment will include the following information:

1. Title
2. Executive summary (brief description of problem/issue, why action is needed, and recommended action(s))
3. Context/importance of problem/issue:
 - Description of problem/issue
 - Population impacted by problem/
 - Root cause(s) of problem/issue
 - Consequences of failing to act
4. Critique of policy options:
 - Actions taken to date and why a new solution to the problem/issue is needed
 - Available options for addressing problem/issue
5. Recommended action(s)
6. References/sources of information

Additional guidance on completing the policy brief will be provided in class. Sample policy briefs will be posted in the Policy Brief folder on the course Canvas site.

The draft policy brief assignment is due on **April 20**.

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 assignment is **April 13**.

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

Assignment #4 – Book analysis (15% of course grade)

For this assignment, students will read the *Separated* book by William Lopez and the article by Kolivoski, Weaver, & Constance-Huggins on critical race theory (CRT) found in Module 16 on the course Canvas site and respond in 3 -5 pages to the following:

- Identify the central issue or problem addressed by the book.
- Select *three* (3) of the tenets of CRT discussed in the article by Kolivoski, Weaver, & Constance-Huggins and apply each tenet selected to the central issue/problem addressed by the book.
- If you ruled the world, what policy or policies would you put in place to address the central issue/problem presented by the book?
- Identify at least *five* specific actions a social work advocate can play to address the central issue/problem addressed by the book.

The due date for this assignment is **March 9**.

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

Each student will complete three (3) discussion assignments posted on the course Canvas site. Instructions for completing these assignments will be included in each posting. Due dates for the discussion assignments are **January 26, February 16, and April 27**.

Please note that the focus of the discussion assignment due on April 28 will be on a legislative hearing conducted during the 87th Texas Legislature (regular session), which is scheduled to take place between January 12, 2021 and May 31, 2021. Students will be required to attend a legislative hearing at some point prior to April 20 to complete this discussion assignment. Ideally, the hearing will relate to the topic the student (or student group) has chosen for their policy analysis assignment; however, this is not a requirement of the assignment. Students working in groups on the policy analysis assignment may attend the same hearing; however, their initial post to the discussion assignment must reflect each student's own reaction to the hearing. Students should read the instructions for completing this discussion assignment *before* they attend the hearing. **Students will not be required to attend the hearing in person.** Options for virtual attendance will be shared with students once they become finalized by the Texas Legislature.

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

	Assignment	Due Date
1	Policy analysis Proposal and group identification Installment I (draft) Installment II (draft) Installment I + II (revised)	January 26 February 23 March 23 May 4
2	Policy brief	April 20
3	Opinion editorial (op-ed)	April 13
4	<i>Separated</i> book analysis	March 9
5	Discussion assignments #1 #2 #3	January 26 February 16 April 27

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

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

Date	Topics	Course Text	Assignment(s)
MODULE 1			
1/19	<ul style="list-style-type: none"> ▪ Review of course assignments ▪ Texas, the reluctant welfare state 	None	<i>The most pressing social welfare policy issue today</i>
MODULE 2			
1/26	<ul style="list-style-type: none"> ▪ Policy making models ▪ General framework for understanding social welfare policy ▪ Conceptual foundations of social welfare policy 	<u>Chapter 1</u> - Social work and social policy: A strengths perspective	<p>Policy analysis topic and group identification (where appropriate)</p> <p>Discussion assignment #1 (available from 1/19 to 1/26)</p>
MODULE 3			
2/2	<ul style="list-style-type: none"> ▪ Typical rule development process 	<u>Chapter 6</u> – Social Policy Development	

Date	Topics	Course Text	Assignment(s)
	<ul style="list-style-type: none"> • How a bill becomes a law in Texas • Finding and tracking legislation <ul style="list-style-type: none"> ▪ Steps in social policy Development 		
MODULE 4			
2/9	<ul style="list-style-type: none"> ▪ Navigating the federal budget ▪ Navigating the Texas budget ▪ Developing a Legislative Appropriations Request (LAR) 	<u>Chapter 4</u> – The Economic and Political Contexts	
2/16	<u>Lab day</u> – protected time for students to work on policy analysis assignment	None	Discussion assignment #2 (available from 2/9 to 2/16)
MODULE 5			
2/23	<ul style="list-style-type: none"> ▪ Historical foundations of social welfare in America: colonial times through passage of the Social Security Act of 1935 	<u>Chapter 2</u> – The Historical Context: Basic Concepts and Early Influences	Policy analysis assignment Installment I due
MODULE 6			
3/2	<ul style="list-style-type: none"> ▪ Historical foundations of social welfare in America: WWII through Donald Trump’s first term as POTUS 	<u>Chapter 2</u> – The Historical Context: Basic Concepts and Early Influences	
MODULE 7			
3/9	<ul style="list-style-type: none"> ▪ Perspectives on poverty ▪ Poverty and economic inequality in the U.S. ▪ Food insecurity in America 		Book analysis due

Date	Topics	Course Text	Assignment(s)
	<ul style="list-style-type: none"> ▪ Income support policies and programs ▪ Universal programs ▪ TANF and SNAP 		
MODULE 9			
3/16	Spring Break – No class		
3/23	<ul style="list-style-type: none"> ▪ Preparing a policy brief ▪ Preparing an opinion Editorial or op-ed 	None	Policy analysis assignment Installment II due
MODULE 10			
3/30	<u>Lab day</u> – protected time for students to work on policy analysis assignment	None	
MODULE 11			
4/6	<ul style="list-style-type: none"> ▪ Civil rights ▪ Analyzing and researching social welfare policies 	<u>Chapter 7</u> – Civil Rights <u>Chapter 5</u> – Basic Tools for Researching Need and Analyzing Social Policy	
MODULE 12			
4/13	<ul style="list-style-type: none"> ▪ Health and mental health care in the U.S. 	<u>Chapter 10</u> – Health and Mental Health Policies and Programs	Op-ed assignment due
MODULE 13			
4/20	<ul style="list-style-type: none"> ▪ Child welfare policies and Programs 	<u>Chapter 9</u> – Policies and Programs for Children and Families	Policy brief due
MODULE 14			
4/27	<ul style="list-style-type: none"> ▪ Aging and social welfare policy 	<u>Chapter 11</u> – Policies and Programs for Older Adults	Discussion assignment #3 (available from 4/20 to 4/27)
MODULE 15			
5/4	<ul style="list-style-type: none"> ▪ Last day of class ▪ Social problems in the global arena 	<u>Chapter 4</u> – The Economic and Political Contexts (pages 135-137)	Installment I + II (revised)

X. BIBLIOGRAPHY

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SW382R
Spring 2021

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Suggested websites

Brookings Institution www.brook.edu

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

Center on Budget and Policy Priorities www.cbpp.org

Center for Law and Social Policy www.clasp.org

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

Children's Defense Fund www.childrensdefense.org

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

Kaiser Family Foundation www.kff.org

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

Manpower Demonstration Research Corporation www.mdrc.org

Mathematica Policy Research www.mathematica-mpr.com/

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

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

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

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

Urban Institute www.urban.org

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Texas Policy Advocacy Research Organizations and Resources

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

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

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

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

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

Federal Government sites

U.S. Census Bureau www.census.gov

Congressional Budget Office www.cbo.gov

Bureau of Labor Statistics www.bls.gov

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

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

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