

THE UNIVERSITY OF TEXAS AT AUSTIN

STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW 323K	Instructor:	Dr. Michele A. Rountree
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Semester:	Spring 2022	Office:	3.122E
Meeting Time/Place:	Tue. and Thu. 12:30pm - 2:00pm SSW 1.214	Office Phone:	512-471-7160
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SOCIAL WELFARE PROGRAMS, POLICIES AND ISSUES

Independent Inquiry Flag, Writing Flag

I. STANDARDIZED COURSE DESCRIPTION

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

This course carries the Independent Inquiry flag. Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing

Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Course credit for GOV310L, 3 hours of core history and 3 hours of economics with a D-or higher are prerequisites for this course.

II. STANDARDIZED COURSE OBJECTIVES

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

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

EPAS Competencies

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

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:
Competency 2: Engage Diversity and Difference in Practice

Outcome 2.1: Responses demonstrate an ability to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

Outcome 2.2: Responses demonstrate an ability to present themselves as learners and engage clients and constituencies as experts of their own experiences

Outcome 2.3: Responses demonstrate an ability to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Outcome 3.1: Responses demonstrate an ability to apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

Outcome 3.2: Responses demonstrate an ability to engage in practices that advance social, economic, and environmental justice

III. TEACHING METHODS

Teaching involves a partnership between the instructor and the student in a collaborative and passionate commitment to the mutual learning process. My philosophy of teaching is to provide students with relevant content in the form of presentation, text and instructional activities that assist students in the integration of the material. Within the field of social work, content delivered without its applicability to micro, mezzo and macro level practice is irrelevant to the student that gravitates to the profession to be an agent of social change. Essentially, as an instructor I see my role as one, to create a safe learning environment that two, allows for the sharing of ideas, in-depth critical analysis and integration of the material.

IV. REQUIRED TEXTS, AND MATERIALS

Required Text:

Segal, E. (2016). 4th Edition. *Social Welfare Policy and Social Programs: A Values Perspective* United States: Brooks/Cole

Stevenson, B. (2014). *Just Mercy: A Story of Justice and Redemption*, New York: Penguin Random House

Just Mercy available as an ebook through the libraries catalog. Students can access it here:

https://search.lib.utexas.edu/permalink/01UTAU_INST/9e1640/alma991058071418606011

Texts can be purchased at University Co-op, 2246 Guadalupe, 476-7211, website:

<http://www.universitycoop.com>.

Required Readings can be found on canvas according to week the readings are assigned.

V. COURSE REQUIREMENTS

Active, Reflective, Immersive Learning Agreement: Critical Thinking & Student-Directed Learning (10 points)

The BSW program is a concentrated and rigorous program. It requires a high level of commitment from you with regard to your professional learning. In addition, it requires you to be: a.) the chair of your agenda, understanding that no one else can do your learning for you, b.) aware of external or internal distractions keeping you from the “here and the now” purpose and successful completion of this course, asking for support and working with instructor, and c.) responsible for asking questions, finding information, and challenging yourself to facilitate your learning. Instructor will award half of the active learning points based upon observation, and students, based upon their own individual assessment, will award themselves the remaining points. *Turn in your active learning contract points with a 2 sentence explanation as to why you have earned those points on 5/5.*

Expectations: Active, Reflective and Immersive Learning

- Participate in an interactive educational process grounded in course readings. Content (e.g., readings and lecture material) and process (e.g., virtual classroom experiences) as being interdependent and mutually enhancing. Both are necessary for an optimal learning experience.
- Active, cooperative learning is a requirement of this course. You will learn via listening, talking together, reading with a critical eye, and writing in response to what you read and experience. Your thoughtful contributions in each of these modes of active learning are an important aspect of the learning environment.
- Raise questions, express your viewpoints, and engage in small and large group discussions and experiential exercises.

- Participate in a professional manner that includes respectfulness with regard to difference, interaction with peers and instructor. If you have any questions or concerns about this requirement, please talk to me before you continue in the class.
- Communicate directly with instructor about what is working in the class and provide feedback throughout the course on ways to best support your learning.

Relevant and compelling critical questions center our discussions. Below is an overview of the expectations of consideration as students engage in critically curious conversations. Keep **QUALITY, RELEVANCE & CONTRIBUTION**, in mind.

QUALITY: Be Thoughtful, Reflective, & Respectful of Other's Comments

RELEVANCE: Contributions are related to the discussion, prompts further discussion

CONTRIBUTION TO THE LEARNING COMMUNITY: Motivate discussion, presents creative approach to topic

In summary, the seminar process reflects an interdependent and reciprocal system of relationships among all the members of the learning community.

Criteria for Evaluation:

- √ Evidence that you have reflected upon and integrated material learned via readings, assignments, and virtual class.
- √ Degree to which your communication is relevant.
- √ Evidence that you are present (mind, body, and spirit).
- √ Attendance, students are expected to attend all classes.
- √ Arrival on time.
- √ Adherence to the NASW Code of Ethics (posted on canvas).

Quizzes on Weekly Readings (25 points)

There will be quizzes over the course of the semester on readings assigned for that respective week. The lowest quiz grade will be dropped.

Due Dates: 1/27, 2/3, 2/10, 2/17, 2/24, 3/3, 3/10, 3/24, 3/31, 4/7

Op-Ed/Advocacy Project (15 Points)

Students will team up in triads with classmates to develop and submit an Opinion Editorial related to problems, issues, programs, policies and other material covered in class. Opinion editorials, or "op-eds," are short commentary pieces. An op-ed is an excellent way to communicate your messages, directly and unfiltered, to target audiences. Op-Eds can be very useful tools for advocates to get your message out. Op-eds appear each day in almost every newspaper and usually weigh in on current issues, express a viewpoint, and frequently offer solutions to address those issues. Op-eds are a great advocacy tool and a way to raise awareness about important social justice, social welfare and social policy issues. If they are printed, they are read by decision makers, opinion leaders and fellow citizens. The team of three students will familiarize themselves with the relevant materials on how to draft an op-ed. These materials are located in a folder titled "Op-Ed" on Canvas. Time in class will be dedicated to teaching you how to write an op-ed piece, writing the op-ed and presenting it to the class. Students are

required to complete the one-page Key Aspects of an Effective Op-Ed form comparing published op-ed pieces on .

Requirements:

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

Criteria for Evaluation:

- √ Clarity and timely completion of the assignment.
- √ Provide a copy of the email sent to the editor.

Due: 4/14

Final Project: Policy Brief (35 Points)

Write a 5 page, single spaced, policy brief providing policy advice on the social issue the group is interested in impacting. Drafting a policy brief will be covered in class and materials related to how to write a policy brief can be found in a Module 6 titled, “Policy Briefs and Policy Design Templates.” **Instructor will weight grades differentially based upon individual workload contribution to the project.**

Turn in 5 social issues you are Interested in as the focus of your policy analysis on 2/1 . One paragraph summary of the policy brief topic will be turned in on 2/15 . As a class we will have an opportunity to analyze two published policy briefs on 2/22.

Title of Brief:

Executive Summary:

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

Statement of Issue/Problem:

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

What role can the audience play in enhancing the issue?

Why should they get involved?

How should they respond?

Background of the problem:

Include the essential facts and scholarly research that a decision maker “needs to know” to understand the context of the problem. Assume that you have been hired to filter through reams of information and research on behalf of a very busy and sleep-deprived person. Be clear, precise, and succinct and include at least nine credible references from the scholarly literature in the discussion. An interview of either someone impacted by this issue, member of a coalition or a professional intricately involved with the issue needs to be conducted and the results of the interview integrated into both the policy brief and presentation. The notes or transcript of the interview need to be attached to the end of document after the bibliography.

Statement of why it is of interest to you.

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

Pre-existing Policies

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

Policy Options:

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

Advantages and Disadvantages of Each Policy Option:

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

Your Recommendation:

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

Sources Consulted or Recommended.

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

Addendum: Influencing the Course of Social Welfare Policy

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

- What is your objective of impacting this social issue? How much should you seek to win and why?
- Who is your primary audience, the person or institution with the authority to deliver what it is recommended? How are they likely to react to your policy brief?
- What kind of coalition and alliances do you need to form? How would you recruit these allies? What resources will your coalition need and what groups would likely bring those to the table on your issue?
- What is your advocacy message and why?
- Who are the individuals and/or communities impacted by your policy recommendation? How do they see the situation?
- Who is your opposition? What will their strategy be and how might you counter it?
- What kinds of actions will your coalition use? What actions won't you use? Why?
- What is your plan to get media attention to your policy brief?
- How will you evaluate your strategy to see if it is working?

Criteria for Evaluation:

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

Due: 5/5

Policy Brief Group Presentation (15 Points):

This 40 minute presentation should involve all group members and cover the following topics addressed by the Policy Brief: *Statement of Issue/Problem, Background of the problem (make sure you underscore the scholarly literature and facts to set the rationale for this being an important issue of concern), Statement of why it is of interest to you, Pre-existing Policies, Policy Options, Advantages and Disadvantages of Each Policy Option, Your Recommendations and Addendum: Influencing the Course of Social Welfare Policy.* The presentation should make use of Powerpoint/Prezi and/or other audiovisuals, such as video clips and have integrated the interview in a most relevant and compelling manner. As part of the presentation, the group will lead a class discussion or exercise related to the policy brief. Each group should prepare a detailed plan for their facilitation of the group discussion and exercise, including the use of discussion prompts or questions. Make sure to integrate the interview as part of the presentation.

Due Date: 4/26, 4/28, 5/3

Grades will be assigned according to the cumulative number of points the student has earned on the required assignments.

VI. GRADES

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

VII. CLASS POLICIES

Class attendance is expected. **Missing more than two classes will result in loss of a letter grade. It is your responsibility to sign the weekly attendance sheet. Students can check the number of their absences listed on canvas, if the information is inaccurate it is the responsibility of the student to notify the instructor before final grades are posted.** The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency, barring serious, unforeseen medical illness or family emergencies. Late assignments will not be accepted.

The Publication Manual of the American Psychological Association Seventh Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the Co-op.

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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. 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 HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Office for Inclusion and Equity. The University does not maintain a list of religious holy days.

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 campus carry may be found here: <https://campuscarry.utexas.edu>.

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 and COVID-19 ADVICE LINE (BCCAL). 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 and COVID-19 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>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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	Topic	Assignment Due	Readings
Week 1 1/18 1/20	Social Policy and Social Welfare <ul style="list-style-type: none"> • Introductions • Overview: Course Themes <i>Meaning of Social Welfare</i> <i>What is Social Policy</i> <i>Purpose of Social Policy</i>		MODULE 1

<p>Week 2 1/25</p> <p>1/27</p>	<p>Social Policy and Social Welfare Values and beliefs</p> <p>Perspectives on Social Welfare and Social Welfare Policy</p> <ul style="list-style-type: none"> • The Context of Social Policy 	<p>Quiz 1</p>	<p>Text Segal (2016) Chapter 1 Stevenson (2014), <i>Introduction Higher Ground</i> Chapter 1: <i>Mockingbird Players</i> MODULE 2</p>
<p>Week 3 2/1</p> <p>2/3</p>	<p>Perspectives on Social Welfare and Social Welfare Policy</p> <ul style="list-style-type: none"> • The Institution of Social Welfare • Social Construction of Social Problems 	<p>5 Social Issues of Interest for Social Policy Brief/Group Presentation Group and Triad Op-Ed Assignment</p> <p>Quiz 2</p>	<p>Text Segal (2016) Chapter 3 Stevenson (2014) Chapter 2: <i>Stand</i> Chapter 3: <i>Trials and Tribulation</i> MODULE 3</p>
<p>Week 4 2/8</p> <p>2/10</p>	<p>Historical background of social welfare</p> <ul style="list-style-type: none"> • Colonial Period - Elizabethan Poor Laws • Industrialization <p>Historical background of social welfare</p> <ul style="list-style-type: none"> • Progressive Era - Settlements and Charity Organization Societies • New Deal Era - Social Security Act 	<p>Complete & Bring Form to Class: Comparison of Collins & Rountree Key Aspects of an Effective OP-ED</p> <p>Quiz 3</p>	<p>Text Segal (2016) Chapter 2 Stevenson (2014) Chapter 4: <i>The Old Rugged Cross</i> Chapter 5 <i>Of the Coming of John</i> MODULE 4</p>

<p>Week 5</p> <p>2/15</p> <p>2/17</p>	<p>Frameworks for policy analysis</p> <ul style="list-style-type: none"> • The context and theories of social welfare policy • Basic concepts of social welfare • Functions and roles of social welfare in society <p>Policy Briefs</p> <ul style="list-style-type: none"> • Historical background of social welfare • Post WW II • War on Poverty - Anti-poverty programs <p>Current State of Social Welfare</p>	<p>Description of the Group Social Policy Focus</p> <p>Quiz 4</p>	<p>Text Segal (2016) Chapter 4 Stevenson (2014) Chapter 6 <i>Surely Doomed</i> Chapter 7 <i>Justice Denied</i></p> <p>MODULE 5</p>
<p>Week 6</p> <p>2/22</p> <p>2/24</p>	<p>How policy is made:</p> <ul style="list-style-type: none"> • Identifying social problems • Analyzing key policy components • Analyzing policy implementation • Assessing outcomes of policy decisions • Resources for policy research and analysis • Policy Briefs <p>Social Welfare Policy and Governmental Policy-making</p> <ul style="list-style-type: none"> • Legislative Branch • Executive Branch • Judicial Branch 	<p>Complete and Bring Policy Brief Checklist (Aguilar) 2012 : Critiquing the Checklist</p> <p>Quiz 5</p>	<p>Text Segal (2016) Chapter 5 Stevenson (2014) Chapter 8: <i>All God's Children</i> Chapter 9: <i>I'm Here</i></p> <p>MODULE 6</p>
<p>Week 7</p> <p>3/1</p> <p>3/3</p>	<p>Children and Families</p> <p>Social Justice and Civil Rights</p>	<p>Quiz 6</p>	<p>Text Segal (2016) Chapter 11 Chapter 6 Candelaria (2015) Stevenson (2014) Chapter 10: <i>Mitigation</i> Chapter 11: <i>Mother, Mother</i></p> <p>MODULE 7</p>
<p>Week 8</p> <p>3/8</p>	<p>Poverty and Economic Opportunity</p>		<p>Text: Segal (2016) Chapter 7</p>

3/10	Social insurance	Quiz 7	Chapter 9 Stevenson (2014) Chapter 13: <i>Recovery</i> MODULE 8
Week 9	ENJOY SPRING BREAK 3/15 & 3/17		
Week 10 3/22 3/24	Aging and Social Welfare Policy Healthcare & Mental Health Policy	Quiz 8	Text: Segal (2016) Chapter 10 Chapter 12 Stevenson (2014) Chapter 14: <i>Cruel and Usual</i> MODULE 10
Week 11 3/29 3/31	United States Social Welfare Policies and International Comparisons Economics, Employment, Budgets, and Taxes	Quiz 9	Text: Segal (2016) Chapter 13 Chapter 8 Stevenson (2014) Chapter 15: <i>Broken</i> MODULE 11
Week 12 4/5 4/7	Policy practice: Influencing the Course of Social Welfare Policy <ul style="list-style-type: none"> • Lobbying • Meeting with Elected Officials • Building and Maintaining Policy Coalitions, Community Organizing Social Welfare in Practice	Quiz 10	Text: Segal (2013) Chapter 14 Stevenson (2014) Chapter 16: <i>The Stonecatchers' Song of Sorrow</i> MODULE 12
Week 13 4/12 4/14	Crafting & Writing Op-Eds Crafting & Writing Op-Eds	Op-Ed Due	

Week 14 4/19	Check-In's w/ Dr. Rountree Groups Work on Final Project		
4/21	Check-In's w/ Dr. Rountree Groups Work on Final Project		
Week 15 4/26	Social Policy Group Presentations (2)		
4/28	Social Policy Group Presentations (2)		
Week 16 5/3	Social Policy Group Presentations (2)	Policy Briefs Due GROUP Rating & Active, Reflective and Immersive RATING Form	MODULE 16
5/5	Community Effort to Influence Social Policy		

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