

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

Course Number:	SW 382R	Instructor:	Stacey Jordan, MSW
Unique Number:	59800	E-mail:	stacey.jordan@austin.utexas.edu
Semester:	Spring 2022	Office Hours:	By Appointment
Meeting Time/Place:	Thursdays 2:30pm - 5:30pm / SW 2.118		

**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**

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 and applicability 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 and robust learning environment that two, allows for the sharing of ideas, in-depth critical analysis and integration of the material.

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

Alexander, M. (2012). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, New York: New York: The New Press

Segal, E. (2020). 4th Edition. *Empowerment Series: Social Welfare Policy and Social Programs: A Values Perspective* United States: Cengage Learning

Texts can be purchased at University Co-op, 2246 Guadalupe, 476-7211, website: <http://www.universitycoop.com>.

**Additional reading and video links will be assigned and available to you electronically via Canvas.**

## V. COURSE REQUIREMENTS

### Active Learning Contract: Cooperative, Active, Student-Directed Learning (10 points)

The MSSW 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, and c.) responsible for asking questions, finding information, and challenging yourself to facilitate your learning.

#### Expectations: Active Learning

- Participate in an interactive educational process grounded in course readings. Content (e.g., readings and lecture material) and process (e.g., 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.
- Students are required to participate in one outside event during the semester and report back verbally to the class as to how the event is related to social welfare as well as social policy. If you are unable to attend, please speak to the instructor about an alternative event.

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

#### Criteria for Evaluation:

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

### Quizzes on Weekly Readings (10 points)

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

### **Op-Ed/Advocacy Project (25 Points)**

Students will 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.

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 analyzing published op-eds to discern the critical components of an effective op-ed.

#### 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 PDF copy of the email sent to the editor.

### **Social Welfare Policy Field Assignment (20 Points)**

This field assignment gives you the opportunity to learn about social welfare policy and public benefits programs from a client's perspective by navigating the social welfare system. Choose one of the four field assignments and write a 4-5 page essay answering the questions related to the particular experience.

- 4-5 pages, typewritten, double-spaced, with 1 inch margins. Headings should appear left aligned as shown below:

Last Name, First Name

Date

Social Welfare Policy Field Assignment

- Feel free to use the headings listed below to organize your write-up of the social welfare policy field assignment.

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

- Describe the job.
- What are the necessary qualifications?
- What is the hourly wage?
- Are there benefits? Vacation? Sick Leave? Health Insurance?
- Is there a chance to earn overtime?
- What are the hours, other expectations of the position?
- Is there opportunity for advancement?
- What are your overall impressions and observations?
- What are the relevant social welfare policies or theories to explain the experience? Cite two outside scholarly references (not including the assigned text or other readings assigned by the professor) to support your answer, include a bibliography.
- In what ways did this assignment help you understand how social welfare policy impacts the attainment of individual and social well-being?

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

- Where does one go? Is it accessible?
- What is the surrounding neighborhood like?
- What identification/verification is needed?
- What is the cost?
- How does the cost compare to the cost if one has a bank account?
- Do they provide loans? At what cost?
- What are your overall impressions and observations?
- What are the relevant social welfare policies or theories to explain the experience? Cite two outside scholarly references (not including the assigned text or other readings assigned by the professor) to support your answer, include a bibliography.
- In what ways did this assignment help you understand how social welfare policy impacts the attainment of individual and social well-being?

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

- What space is available for what price?
- What verification/supporting documentation is needed?
- What are the costs to apply?
- Is there a security deposit? Other non-refundable costs?
- Check on rent-to-own furnishings. What is the cost?
- What are your overall impressions and observations?
- What are the relevant social welfare policies or theories to explain the experience? Cite two outside scholarly references (not including the assigned text or other readings assigned by the professor) to support your answer, include a bibliography.
- In what ways did this assignment help you understand how social welfare policy impacts the attainment of individual and social well-being?

Criteria for Evaluation:

- Clarity and timely completion of the assignment.
- Reflective responses to the questions listed above and citing two outside scholarly references (not including the assigned text or other readings assigned by the professor) to support the question related to social welfare policies and theories.

**Final Project: Policy Brief (30 Points)**

Write a 5 page, single spaced, policy brief providing policy advice on the social issue you are interested in impacting and present the final product to the class. Drafting a policy brief will be covered in class and materials related to how to write a policy brief can be found in a folder titled, “Policy Briefs.” Please format the policy brief in an intentional and creative manner to maintain the interest and attention of the reader. For examples of design templates refer to: <https://poweredtemplate.com>

Instructor will weight grades differentially based upon individual workload contribution to the project.

Turn in 5 social issues you are interested in focus on (one paragraph summary for each topic). As a class we will have an opportunity to review and analyze two published policy briefs

The assignment requires the group to interview an individual directly about the issue and integrate this perspective in both the policy brief and final group presentation.

**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 ten 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 references.

**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.

**Policy Brief Presentation (15 Points):**

This 5-10 minute presentation should 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* (Do not include the Addendum: Influencing the Course of Social Welfare Policy section in the presentation). The presentation should make use of PowerPoint, Prezi and/or other audiovisuals, such as video clips. As part of the presentation, you will lead a class discussion or exercise related to the policy brief. Each presenter 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.

**VI. GRADING SCALE**

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**

1. 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.
2. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism.



3. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.
4. Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Missing more than two classes will result in loss of a letter grade. 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.
5. Students are expected to be active in the learning process, to do the assigned readings and participate in the class activities and discussions.
6. Assignments should be turned in at the beginning of class on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will not be accepted.
7. The Publication Manual of the American Psychological Association Sixth 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

Complete reading assignment for each date before coming to class.

Class Day (Thursday)	Topic (s)	Assignments / In Class Activities
Jan 20	<b>Social Policy and Social Welfare</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Overview: Course Themes</li> <li>• Meaning of Social Welfare What is Social Policy? Purpose of Social Policy</li> </ul>	
Jan 27	<b>Perspectives on Social Welfare and Social Welfare Policy</b> <ul style="list-style-type: none"> <li>• Values &amp; Beliefs</li> <li>• The Context of Social Policy</li> <li>• Social Construction of Social Problems</li> <li>• The Institution of Social Welfare</li> <li>• Conceptual Foundations of SW Policy</li> </ul>	The New Jim Crow: Mass Incarceration in the Age of Colorblindness <a href="https://www.youtube.com/watch?v=ZxojQxVQAPA">https://www.youtube.com/watch?v=ZxojQxVQAPA</a>
Feb 3	<b>Historical background of social welfare</b> <ul style="list-style-type: none"> <li>• Colonial Period - Elizabethan Poor Laws</li> <li>• Industrialization</li> <li>• Progressive Era - Settlements and Charity Organization Societies</li> </ul>	Bring 5 Social Issues of Interest for Final Group Project (Policy Brief, Presentation) The New Jim Crow: Mass Incarceration in the Age of Colorblindness Foreword / Cornel West Chap 1 - The rebirth of caste
Feb 10	<b>Historical background of social welfare</b> <ul style="list-style-type: none"> <li>• New Deal Era - Social Security Act</li> <li>• Post WW II</li> <li>• War on Poverty - Anti-poverty programs</li> <li>• Current State of Social Welfare</li> </ul>	The New Jim Crow <i>Mass Incarceration in the Age of Colorblindness</i> Michelle Alexander Chap 2 - The lockdown Chap 3 - The color of justice
Feb 17	<b>Models of Policy Development Frameworks for policy analysis</b> <ul style="list-style-type: none"> <li>• The context and theories of social welfare policy</li> <li>• Basic concepts of social welfare</li> </ul>	Complete and Bring Policy Brief Checklist  The New Jim Crow <i>Mass Incarceration in the Age of Colorblindness</i> Michelle Alexander Chap 4 - The cruel hand

	<ul style="list-style-type: none"> <li>• Functions and roles of social welfare in society</li> <li>• Policy Briefs</li> </ul> <p><b>How policy is made:</b></p> <ul style="list-style-type: none"> <li>• Identifying social problems</li> <li>• Analyzing key policy components</li> <li>• Analyzing policy implementation</li> <li>• Assessing outcomes of policy decisions</li> <li>• Resources for policy research and analysis</li> <li>• Policy Briefs</li> </ul>	Chap 5 - The new Jim Crow
Feb 24	<p><b>Social Welfare Policy and Governmental Policymaking</b></p> <ul style="list-style-type: none"> <li>• Legislative Branch</li> <li>• Executive Branch</li> <li>• Judicial Branch</li> </ul> <p><b>Social Justice</b></p> <ul style="list-style-type: none"> <li>• Political Economy of U.S. Policy</li> <li>• Economic System and Social Justice</li> <li>• Social Justice and Civil Rights</li> </ul>	<p>One Paragraph Describing Topic of the Policy Brief</p> <p>The New Jim Crow  Mass Incarceration in the Age of Colorblindness  Michelle Alexander  Chap 6 - The fire this time</p>
March 3	<p><b>Children and Families</b></p>	<p>13TH   FULL FEATURE   Combining archival footage with testimony from activists and scholars, director Ava DuVernay's examination of the U.S. prison system looks at how the country's history of racial inequality drives the high rate of incarceration in America.</p> <p><a href="https://www.youtube.com/watch?v=krfcq5pF8u8">https://www.youtube.com/watch?v=krfcq5pF8u8</a></p>
March 10	<p><b>Policy practice: Influencing the Course of Social Welfare Policy</b></p> <ul style="list-style-type: none"> <li>• Lobbying</li> <li>• Meeting with Elected Officials</li> <li>• Public Policy Letter Writing</li> <li>• Preparing Policy Briefs Building</li> <li>• Public Awareness</li> </ul>	Social Policy Field Assignment
SPRING BREAK		
March 24	<b>Delivery of Social Welfare Services</b>	Part 1 - Understanding Social Welfare

	<ul style="list-style-type: none"> <li>• Personal Impact of Policy that Shape Practice Interventions</li> <li>• Poverty &amp; Economic Inequality</li> </ul> <p>Key Social Welfare Policies &amp; Programs</p> <ul style="list-style-type: none"> <li>• Social Insurance/Social Security</li> <li>• Aging &amp; Social Welfare Policy</li> </ul>	Segal (2020) Chapters 1,3,4
March 31	Crafting & Writing Op-Eds	<p>Part 2 – Critical Concerns That Affect All Arenas of Social Welfare</p> <p>Segal (2020) Chapters 6,7</p> <p>Op-Eds and LTEs</p> <p>How to Write &amp; Place Op- Ed Pieces</p> <p>Writing Successful Op-Eds &amp; Letters to the Editor</p>
April 7	<p><b>Key Social Welfare Policies and Programs</b></p> <ul style="list-style-type: none"> <li>• Health Care</li> <li>• Housing</li> <li>• Mental Health</li> </ul>	<p>Part 3 – Key Social Welfare Policies and Programs (Education)</p> <p>Education Commission of the States</p> <p>2021 State of the State Addresses</p> <p>Education-Related Proposals: Texas</p> <p>Governor Greg Abbott's State of the State Address</p> <p><a href="https://www.ecs.org/governors-state-of-the-state-addresses-education-related-proposals/">https://www.ecs.org/governors-state-of-the-state-addresses-education-related-proposals/</a></p> <p>Op-Ed/Advocacy Project</p>
April 14	<b>Presentations</b>	
April 21	<b>Presentations</b>	
April 21	<p><b>Community Effort to Influence Social Policy</b></p> <ul style="list-style-type: none"> <li>• Building and Maintaining Policy Coalitions</li> <li>• Community Organizing and Advocacy</li> </ul>	<p>Part 4 – Building on knowledge of Social Welfare Policy and Social Programs</p> <p>Segal (2020) Chapters 13, 14</p>
May 5		Policy Brief

## X. BIBLIOGRAPHY

Aguilar, J. (2012). HIV TESTING IN -STATE PRISONS: A Call for Mandatory Testing Policy, Institute for Urban Policy Research and Analysis  
[https://liberalarts.utexas.edu/iupra/\\_files/pdf/HIV%20Policy%20Brief%20-%20Final.pdf](https://liberalarts.utexas.edu/iupra/_files/pdf/HIV%20Policy%20Brief%20-%20Final.pdf)

Aiken, A. (January 1, 2017). Doing metrics right makes difference in policy results, *Austin American-Statesman*, E2

Alexander, K. (March 11, 2013). Minority leaders wary of career-tech proposal, *Austin American-Statesman*, pp. A1, A4.

American-Statesman Staff (January 3, 2018), Female candidates abound in Texas, U.S, *Austin American-Statesman*, A1, A5

Appelbaum, B. (2015, July 26). Dallas moves subsidy families into expensive neighborhoods. *Austin American-Statesman*, pp. E1, E6.

Ball, A. (January 31, 2016). Immigrant detention a dilemma. *Austin American-Statesman*, pp. A1, A14, A15.

Bauerlein, V. & Kamp, J. (July 8, 2016). Cities, states clash on social policy. *The Wall Street Journal*, p.A2.

Bravin, J. (January 4, 2016). Key Supreme court rulings to come in 2016. *The Wall Street Journal*, p. A8.

Cancino, A. (June 26, 2016). It's an uphill battle to get seasonal farmworkers health insurance. *Austin American-Statesman*, p. A2.

Candelaria, N. (January 8, 2015). Community involvement key to educational success, *Austin American-Statesman*, p. A8.

Caruso, D.B. (August 10, 2015). Many U.S. businesses ignore wage mandates. *Austin American-Statesman*, A3.

Cave & Williams (December 8, 2017), Australian legislators legalize gay marriage, *Austin American-Statesman*, A2

Charlton, A. (May 19, 2013). French president signs gay marriage bill into law, *Austin American-Statesman*, p. A6.

Collins, G. (June 21, 2013). Government snooping can easily cross over the line, *Austin American-Statesman*, p. 11.



Crary, D. (June 26, 2016). One year after ruling, LGBT rights struggles persist. *Austin American-Statesman*, p. A11.

Conway, M., Ahern, D. W. & Steuernagel, G. (2005), Women and reproductive policy. In *Women and Public Policy: A revolution in progress*. Third Edition. CQ Press: Washington, D.C. pp. 69-89.

Dalesio, E. P. (April 1, 2016). Gay-rights advocates take case to governor. *Austin American-Statesman*, p. A12.

Daley, S. (April 21, 2013). Danes rethink generous welfare state, *Austin American-Statesman*, p. A12.

Doolittle, T.T. (July 26, 2015). Your skin color matters when dealing with police. *Austin American-Statesman*, E4.

Douglas, J. (May 26, 2015). Ireland to hasten same-sex marriage law. *The Wall Street Journal*, p. A9.

Duara, N. (January 6, 2015). Protections given to immigrants who apply for work, *Austin American-Statesman*, p. A5.

Elinson, Z. (August 7, 2015). Legislative push in wake of Ferguson mostly fizzled. *The Wall Street Journal*, A3.

Ellis, R. (August 8, 2015). Sandra Bland's death should focus our efforts on reform. *Austin American-Statesman*, p. A12.

Fausset (August 9, 2019), Mississippi ICE Raids Left Children Without Parents. Their Neighbors Rallied, *The New York Times*, A18.

Goldstein, T. (January 3, 2018), New tax law could hurt funding for Austin apartment complex, *Austin American-Statesman*, B1, B6

Gresko (2019), Supreme court: Military service by transgender people can be restricted, *Austin American-Statesman*, A1, A4

Healy, J. and Mervosh, S. (August 8, 2019). El Paso Suspect Ordered Gun and Moved Out in Weeks Before Attack, A1, A14.

Haddon, H. Gasparro, A. (October 17, 2016). The battle against food deserts rages on, *The Wall Street Journal*, R4.

Harvard T.H. Chan School of Public Health (December, 2019). Life experiences and income inequality in the United States. Robert Wood Johnson Foundation.  
[file:///C:/Users/User/Desktop/rwjf458749%20\(1\).pdf](file:///C:/Users/User/Desktop/rwjf458749%20(1).pdf)

Huber, M. (2019). Hundred's rally for women's rights, equality at Texas Capitol, *Austin American-Statesman*, B4.

Huddleston, S. (August 9, 2019). Native American seek to declare Alamo grounds old cemetery, *San Antonio Express News*, B4.

Jackman, T. (October 18, 2016). Police group apologies for minority treatment, *Austin American-Statesman*, A4.

Jordan, M. (December 30, 2017), Some leave U.S. to find way back, *The Wall Street Journal*, A3

Kristof, N. (October 30, 2016), Growing up poor in America, *The New York Times*, 1, 4.

Kusisto, L. (November 4, 2016). San Francisco sheds public housing, *The Wall Street Journal*, A3.

Kusisto, L. (December 28, 2016), Housing gains highlight economic divide, *The Wall Street Journal*, A1, A2

Lalani, A. (December 11, 2017), Plan calls for job for needy, *Austin American-Statesman*, B1, B3

Lim, A. (July 27, 2015). Austin seeks new 'fair housing' fixes. *Austin American-Statesman*, pp. B1, B3.

Lozada, C. (May 1, 2016). 'Evicted' illustrates need for affordable housing, *Austin American-Statesman*, pp. E1, E6.

----- (June 29, 2016). Transgender rules for schools blasted. *Austin American-Statesman*, pp. B1, B6.

Maher, K. (October 25, 2016). Residents fight to stay at lead site, *The Wall Street Journal*, A3.

Maher, K. (January 6, 2017). Kentucky house approves "right-to-work" measure. *The Wall Street Journal*, A2.

Martin, T. (January 3, 2017), A1, A10.

Mattise, J. (January 2, 2017). Businesses gear up to fight bathroom rules, *Austin American-Statesman*, A10,

McGaughy, L. (February 6, 2016). State offers transgender inmates hormone therapy. *Austin American-Statesman*.

Murphy (December 11, 2017), Insurance shoppers face hard choices, *Austin American-Statesman*, A2

Nassauer, S. (January 21, 2016). Wal-Mart broadens pay increase. *The Wall Street Journal*, pp. B1, B2.

Nassauer, S. (August 5, 2016). Wal-mart tries out new worker schedules, *The Wall Street Journal*, B1.

Noon, A. & Thompson, D. (April 1, 2016). California backs top minimum wage. *Austin American-Statesman*, p. A2.

Palazzolo, J., Lazo, A. (October 17, 2016). Cities, homeless at odds, *The Wall Street Journal*, A3.

Popkin, S. J., Theodos, B., Getsinger, L., Parilla, J. (2010). An Overview of the Chicago Family Case Management Demonstration, The Urban Institute, Policy Brief 1, 1-8.

Preston, J. (July 26, 2015). Judge orders immigrant kids, mothers released. *Austin American-Statesman*, p. A2.

Rank, M. R., & Hirschl, T. A. (2002). Welfare use as a life course event: Toward a new understanding of the U.S. safety net. *Social Work*, 47(3), 237-248.

Rein, L. (May 1, 2016). He leads government's effort to deport. *Austin American-Statesman*, p. A13.

Ruben (August 8, 2019) ICE deported him to a country he'd never seen. He died two months later, *Austin American Statesman*, A5

Russell, A. (August 2007). In-state tuition for undocumented immigrants: States' rights and educational opportunity. Washington, DC: American Association of State Colleges and Universities.

Schiele, J. H. (2011). *Social welfare policy: Regulation and resistance among people of color*: SAGE Publications.

Smith, D. (2016). *The Power to Heal: Civil Rights, Medicare, and the Struggle to Transform America's Health Care System*. Vanderbilt University Press: Nashville.

Stafford, D. (December 19, 2016). Family leave a growing concern for U.S. workers, *Austin American-Statesman*, B5.

State Budget (January 9, 2017). End of utility aid hurts needy. *Austin American-Statesman*, B1, B3

Trimble, M. (May 25, 2016). Louisiana's hate-crime laws to include policy. *Austin American-Statesman*, p. A12.

Timiraos, N. (June 23, 2016). Benefit program crisis is closer. *The Wall Street Journal*, p. A3.  
Troxell (December 6, 2017), City stigmatizes homeless; here's how we can fix that, *Austin American-Statesman*, A9

U.S. News (October 15-16, 2016). In Matthew's wake, a tribe reels, *The Wall Street Journal*, A3.

U.S. Watch (November 29, 2016). Study: Values unhurt by low-income units, *The Wall Street Journal*, A2.

Vericker, T., Kuehn, D., Capps, R. (2007). Foster Care Placement Settings and Permanency Planning: Patterns by Child Generation and Ethnicity. Findings from Texas, Policy Brief 1, 1-5.

Warnock, E. (November 30, 2016). Elderly Japanese fill jobs, *The Wall Street Journal*, A8.

Weber, P. (January 1, 2017). Texas judge blocks transgender anti-bias rules, *Austin-American Statesman*, A9

Yip, P. (April 21, 2013). Medicaid planning helps boomers preserve assets, *Austin American-Statesman*, p. F7.

Zumbrun, J. Economist grapple with public disdain. *The Wall Street Journal*, A2.