

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

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|----------------|----------------------------|---------------|--|
| Course Number: | SW 382R | Instructor: | Thea Posel |
| Unique Number: | 59805 | Email: | tposal@law.utexas.edu |
| Semester: | Spring 2022 | Office: | SSW 3.116C |
| Course Meeting | Mondays | Cell Phone: | (360) 305-2641 |
| Time / Place: | 5:30 – 8:30pm SSW 2.118 | Office Hours: | Wednesdays, 10a– 12p Or by appointment |

SOCIAL POLICY ANALYSIS & SOCIAL PROBLEMS

I. STANDARDIZED COURSE DESCRIPTION

This course critically examines, from both historical and current perspectives, the overall structure of the American social welfare system with a focus on the disproportionate social, economic and political problems of vulnerable populations. The course also considers the parallel historical development of the profession of social work, including the ways in which it responded to social problems across key periods of social welfare policy development.

II. STANDARDIZED COURSE OBJECTIVES

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

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

EPAS Competencies

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

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

Competency 5: Engage in Policy Practice

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

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

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

III. TEACHING METHODS

This is a seminar style class, the success of which requires substantial preparation and engagement with assigned materials prior to class to enrich our weekly time together. I see my role as a facilitator of learning, meaning that I will provide content and opportunities for engagement and growth. You are responsible for engaging with that material, and each other. Our mutual education will involve in-class discussion of assigned reading material and relevant topics, some conveyance of information in lecture format, and smaller group discussion as well as group presentations. You are expected to actively participate in classroom discussions and may be asked to brainstorm in small groups or pairs; you will also have regular opportunities to respond to or critique assigned materials or cultural perspectives both verbally and outside of class through shorter reaction papers and policy journals.

IV. REQUIRED TEXT AND MATERIALS

No textbook is required for this course. You will need to obtain one book, which we will read together in the first few weeks of class:

Michael Katz, *THE UNDESERVING POOR*, (Oxford U. Press, 2d Ed. 2013).

All required materials, including *The Undeserving Poor*, are accessible to you **for free online** and/or through academic databases which you can access through the UT Libraries online portal. We will briefly discuss how to access academic databases in our first session.

Due to the dynamic nature of the topics and discourse we will cover together, additional materials covering real-time developments and contemporary debate may be assigned throughout the semester.¹ Here are my pledges to you regarding additional reading or media assignments:

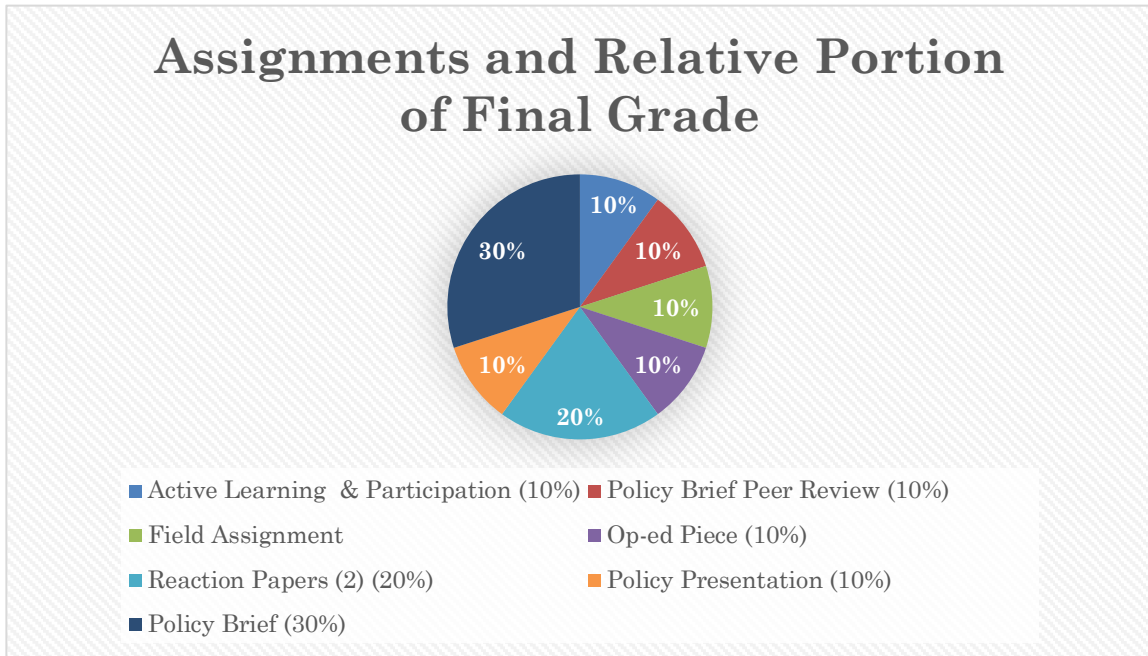
- (1) Any additional materials will be assigned at least one week out *if at all possible*. **No** required materials will be added any later than the Friday before the following Monday's class.

¹ Our exploration of policy and analysis comes during a period in which governmental bodies are engaging (to varying degrees) with the COVID-19 pandemic and structural racism in the United States, including on a national level as Congress struggles to construct and pass recovery bills that contain numerous social policy elements. This semester therefore presents unique opportunities to witness policy advocacy and development in real time, and for this reason additional relevant materials may be produced, and assigned, throughout the course of the semester.

(2) **No more than 15 pages total will be added to any given weekly assignment.** Therefore, I might assign several contemporaneous news articles covering a developing policy debate; however, if an academic article or longer piece is added to a weekly assignment I will compensate by eliminating or excerpting other pieces assigned for that week.

V. COURSE REQUIREMENTS

You will be expected to actively prepare for and participate in each weekly session, and your final grade will be calculated as follows:



| Graded Assignment Due Dates | |
|-----------------------------|--------------------------------|
| Reaction papers | Due February 7 & 21 |
| Field Assignment | Due March 7 |
| Policy Brief Peer Review | Due March 28 |
| Policy Op-ed | Due April 4 |
| Policy Presentation | April 18 or 25 |
| Final Policy Brief | Due May 6 |

Reaction Papers (2): Due February 7 & 21, 2022

You will be asked to submit two written reflections on a subject broadly related to our class discussions and materials. Each paper should be 2-3 pages in length (12pt font, double-spaced) and should address or respond to the subject matter of the readings – though not necessarily the readings themselves – for a particular week of class. Students are encouraged to be creative and to draw on additional materials outside of the readings assigned for class including, but not limited to, current events, prior experiences in or adjacent to systems discussed in class or the readings.

Policy Field Assignment (10 points): Due March 7, 2022

For this assignment, you will apply (or complete the application process) for **one** of the following four programs or opportunities. Write a 4-5 page (12pt font, double-spaced) paper documenting the process, drawing on concepts and readings discussed in class to reflect on your experience, answering the following questions:

(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) CASH A CHECK WITHOUT A BANK ACCOUNT

- Where does one go? Is it accessible (disability/public transportation/climate)?
- 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?
 - How many hours a week at minimum wage would you need to work to afford the residence you choose?
- What verification/supporting documentation is needed?
- What are the costs to apply?
- Is there a security deposit? Other non-refundable costs?
- What non-financial restrictions and/or requirements apply?
- 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?
- *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?*

(4) APPLY FOR PUBLIC ASSISTANCE (i.e., SNAP, TANF)

- What was the application procedure?
- What documents do you need?
- What are the eligibility criteria?
- How much will you receive and for how long?
- Describe the office and caseworkers.
- What were the dynamics of your interactions with the staff?
- 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?*

When you turn in your paper, **please also attach any relevant documents you’ve gathered including the application** (you do **not** have to provide your financial information or eligibility-related supporting documents containing any personal disclosures).

Criteria for Policy Field Assignment:

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|----------------------------|---|
| Application Process | Completed according to instructions and appropriate documentation included |
| Descriptive Report | Clearly written, turned in on time, clearly and completely describes the process and answers the guiding questions |
| Reflective Process | Thoughtful and deliberate engagement with the policy-related questions, cites two independent sources in policy/theory discussion |

EXTRA CREDIT OPPORTUNITY (5 pts.)

Policy Action: Week of March 7, 2022

Take a tangible action to affect policy change. Describe and reflect on your experience in a 2-3 page paper that (1) describes the social problem that moved you to take action (2) the specific action you took and (3) answers the following questions:

- why did you choose get involved in the way you did?
- what criteria did you use to evaluate or choose your action step?
- what result do you feel was achieved (or not) by your action?
- did your policy action contribute to policy reform or system abolition?

**attach documentation of your policy action if possible*

Policy Brief Draft & Peer Review: Due March 28, 2022

You will be assigned a peer review partner on March 21, the Monday following Spring Break. Please exchange a draft of your brief containing sections 1-9 (see below for required elements) for peer review and feedback. Guidance will be provided for peer reviews. Your draft, along with any in-text feedback and your peer review sheet, will be due March 28.

Policy Op-ed Assignment (10 points): Due April 4, 2022

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

Your op-ed should do the following as articulated in the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards (EPAS), competency 5: "**Engage in policy practice**":

- (1) **Identify** social policy [and/or a social problem] at the local, state, and [/or] federal level that impacts [human] well-being, service delivery, and access to social services.
- (2) **Assess** how social welfare and economic policies impact the delivery of and access to services [and/or otherwise affect human well-being], and
- (3) **Apply critical thinking** to analyze, formulate, and advocate for policies that advance human rights and social, economic, and [/or] environmental justice.

Be sure to *offer viable policy alternatives* to improve human well being and *suggest actions* that policymakers and/or members of the public should take.

Class time will be dedicated to teaching you how to write a traditional op-ed piece, and you will be provided resources to assist in the process. Examples will also be provided of editorials and commentaries in electronic formats. You may submit your editorial in traditional, written form or in video or other electronic format. If you chose to write a traditional op-ed, it should be 500 to 750 words, single spaced. If you chose an electronic format, the number of words you use in written or spoken form should be similar and the op-ed should not exceed 3 or 4 minutes (depending on factors such as your use of graphics). Be sure your op-ed is based on solid evidence and sources and that you cite sources in a manner appropriate to an editorial.

Policy Presentation (15 points): April 18 & 25, 2022

Each student will prepare an informative presentation about the topic of their brief to present during the closing weeks of our time together. Your presentation should be 15-20 minutes in length (not including class discussion).

- Your presentation should cover brief elements **3-9** (Statement of Issue/Problem, Background (make sure you underscore the scholarly literature and facts/rationale for this being an important issue of concern), Statement of Interest, Existing Policies, Policy Options, Advantages and Disadvantages of Each Policy Option, & Recommendations).
- Multimedia presentations are encouraged; suggested use of PowerPoint/Prezi and/or other audiovisuals, such as video clips.

- Following your presentation, you will lead a short (5-10 minutes) class discussion or exercise related to your policy brief.
- Prepare and submit a detailed plan for your facilitation of the group discussion or exercise, including discussion prompts or questions.

Criteria for Policy Presentation:

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| Elements | Coverage and explanation of all required elements listed |
| Visual Aid | Visual aids are required; multimedia is encouraged. Your visual aid(s) should complement your oral presentation. |
| Style | Engaging and creative presentation and components |
| Community Engagement | Thoughtful class exercise or discussion prompts, encourages participation, effective facilitation of activity/discussion |
| Preparation & Materials | Submit your visual aid(s) and detailed facilitation plan no later than 11:59pm the day of your presentation |

Policy Brief (30 points): Due May 6, 2022

If you chose a traditional written format, your brief should follow the general structure below and include every element. You may also choose to present your policy analysis in an alternative format, such as a process recording or presentation board. Each of the required elements below must still be included in your final product, but we can work together to help you achieve a complete assignment in your desired format, just reach out to me to schedule a time to discuss your plan.

1. Title of Brief

2. 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.

3. Definitional Statement of Issue/Problem (due February 14, 2022):

We will discuss framing of issues in class and explore how framings can shape the analysis and decisions that follow. Your framing can be a question you would like to answer, a hypothesis you will test through your research, or an alternative statement of the issue. A few questions to consider or answer in this section include:

- Are there unanticipated consequences of an existing policy that your brief will address?
- What areas of policy intersect to define or limit the discussion of your issue?
- What role can the audience play in enhancing the issue?
- Why should they get involved?
- How should they respond?

4. 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 the document after the bibliography.

5. Statement of Interest.

Remind the reader of why the issue matters to them and why the public should care.

6. 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. If pre-existing schemes have been revised or reformed, explain the history of these reforms and evaluate their success at achieving the stated goals advanced by reformists at the time.

7. 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.

8. Advantages and Disadvantages of Each Policy Option:

You may present the pros and cons of the options in bullet points or outline format. Please also discuss which analytical paradigms are furthered by or are compatible with each policy option and what ideologies may support or oppose each option.

9. 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.

10. 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.

11. 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 Policy Brief Evaluation:

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|-----------------------------------|--|
| Elements | Engagement with and satisfaction of all requisite areas in assignment description |
| Analysis | Quality of analysis and depth of understanding |
| Arguments | Logical and well-organized |
| Conclusions | Clearly drawn from your arguments. |
| References | Include a bibliography, cite additional sources beyond class materials, critique reliability of Internet sources and cite only credible sources. |
| Editing & Presentation | Appropriate grammar and spelling, and evidence that the assignment has been proofread, use of graphics, design |

VI. GRADES

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|----------------|----|
| 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

Attendance Policy

Because we only meet once a week and each class is structured around extended interactive discussions, **attendance is mandatory**, and any unexcused absences may cause you to fail this course or affect your grade negatively.

Given the nature of our current world, I realize that things may arise causing you to miss our scheduled time together, but **synchronous learning is generally required for this course**. Please

contact me as soon as possible to discuss absences or other difficulties with synchronous participation, Zoom/internet accessibility, or other issues that might affect your participation, and I will do my best to work with you.

Free Exchange of Ideas and Critical Thinking Policy

Throughout the semester, we will read, engage with, and interrogate various sources and paradigms for decision-making. We will also discuss and examine our own values, policy preferences, and decision-making processes.

As we explore the histories of social welfare programs and policies, we will encounter historical events, social policies, and institutional structures that were (and remain) deeply harmful to millions of people. Some of the pieces we read may not consider or represent the viewpoints of people most impacted by the policies or structures about which they speak—together we will ask whose voices are elevated, who has definitional power, and whose voices are absent from the narrative. Therefore, I ask three things:

- (1) Read every assigned article through a critical lens. Not all pieces are assigned because I believe they represent a fair, accurate, or complete description of the topic; some are intended to prompt discussion about what (or who) is *not* included. We will critique and discuss these issues together as a class.
- (2) Examine your own reactions to the subject matter, our readings, and our class discussions. Consider what life experiences or values systems lead you to hold the beliefs and ideals you do. Other members of our learning community will bring different things to the table—I expect everyone to respect and honor each other’s perspective. Speak to (and from) your own experience, and be aware of when and how your own experiences inform your positions. You may choose to disclose during discussions, or not. You will never be called on to speak for anyone but yourself.
- (3) Everyone’s perspective is valid. Respect and honor your own reactions to the material and discussion just as you respect and honor others in the class and those affected by the policies and circumstances we will discuss. Remember that respecting and honoring each other does not leave room for sweeping statements or generalizations about other human beings. Opinions about the worth or desert of others are *not* perspectives.

Remember too that poverty, instability, and vulnerability are personal issues for many of us; some of your classmates (or you yourself) may have experiences navigating the systems and circumstances we’ll discuss throughout the semester. I expect respectful dialogue and commitment to conflict resolution in the classroom from each one of you, and as an instructor I promise the same.

Observance of Community Agreements

During the semester, we may also refer back to our **community agreements**, which will be discussed in our first class and posted on the course Canvas page.

VIII. REQUIRED 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 | READINGS | ASSIGNMENT DUE |
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| Week 1 1/24 | Social Policy and Social Welfare <ul style="list-style-type: none"> • Introductions • Overview: Course Themes <ul style="list-style-type: none"> ○ Meaning of Social Welfare ○ What is Social Policy? ○ Purpose of Social Policy | Coates, <i>The Case for Reparations</i> NASW Code of Ethics <u>Get started on Week 2:</u> Katz, <i>The Undeserving Poor</i> , Oxford University Press, 2013 (2d Ed.), Chapters 1-3 | |
| Week 2 1/31 | Perspectives on Social Welfare and Social Welfare Policy <ul style="list-style-type: none"> • Values & Beliefs • Context of Social Policy • Social Construction of Social Problems • The Institution of Social Welfare • Conceptual Foundations of SW Policy Historical Background of Social Welfare & Conceptualizations of Poverty | Thompson, <i>American Character, in Preserving Our Past, Protecting Our Future</i> , Illinois University Press (2020). Katz, <i>The Undeserving Poor</i> , Oxford University Press, 2013 (2d Ed.), Chapters 1-3 | |
| Week 3 2/7 | Historical Background of Social Welfare & Conceptualizations of Poverty (cont.) | Katz, Chapters 4-5, Epilogue Weiss, <i>Charitable Choice as Neoliberal Social Welfare</i> | Reaction paper #1 |

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| | <p>&</p> <p>Current Factors Shaping Policy & Delivery</p> | <p><i>Strategy</i></p> <p>Baradaran, <i>The U.S. Should Just Send Checks—But Won't</i>, The Atlantic (2020)</p> <p>Levi et al, <i>America First Populism, social volatility, and self-reported arrests</i></p> | |
| <p>Week 4 2/14</p> | <p>Models of Policy Development & Analysis</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 • Policy Briefs <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>Crowley et al, <i>Reconsidering Policy Systems</i></p> <p>Fukuyama, <i>Intrinsic Functions of Government</i></p> <p>Schneider & Ingram, <i>Social Construction of Target Populations: Implications for Politics and Policy</i></p> <p>Baretti, <i>Same Problems Different Policies</i></p> <p>Optional: Florig, <i>The Concept of Equal Opportunity in the Analysis of Social Welfare Policy</i></p> | <p>Draft Issue Statement Due <i>*your statement may be revised/changed</i></p> |
| <p>Week 5 2/21</p> | <p>Social Welfare Policy and Government</p> <ul style="list-style-type: none"> • Legislative Branch • Executive Branch • Judicial Branch <p>Social Justice</p> <ul style="list-style-type: none"> • Political Economy of U.S. Policy • Economic System and Social Justice | <p>Melnick, <i>The Civil Rights State</i></p> <p>Clinton, et al, <i>Separated Powers in the United States: The Ideology of Agencies, Presidents, and Congress</i></p> <p>Alexander, <i>The Injustice of This Moment is Not an Aberration</i> (op-ed)</p> <p>Optional:</p> | <p>Reaction paper #2</p> |

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| | <ul style="list-style-type: none"> • Social Justice and Civil Rights | <p>Rosen, <i>What If We Rewrote the Constitution Today</i>, The Atlantic (2020)</p> <p>Naftali, <i>How to Abuse a Presidential Pardon</i>, The Atlantic (2020)</p> | |
| Week 6 3/7 | Policy practice: Influencing the Course of Social Welfare Policy <ul style="list-style-type: none"> • Lobbying • Meeting with Elected Officials • Public Policy Letter Writing • Preparing Policy Briefs • Building Public Awareness | <p>Crowley et al, <i>Reconsidering Policy Change</i>,</p> <p>Spade, <i>Solidarity Not Charity</i></p> <p>#TruthBeTold Policy Brief</p> | Policy Field Assignment Due *OPTIONAL EXTRA CREDIT: Policy Action + Reflection* |
| Week 7 3/14 | Spring Break | No Class! | |
| Week 8 3/21 | Crafting Op-Eds | <p>The OpEd Project</p> <p>Harvard Communications School <i>How to Write an Op-Ed ToolKit</i></p> <p>Alexander, <i>What If We're All Coming Back?</i> (2018)</p> <p>*CURRENT OPINION PIECES - TBD</p> | |
| Week 9 3/28 | Key Social Welfare Policies & Programs <ul style="list-style-type: none"> • Social Insurance/Social Security • Aging & Social Welfare Policy • Supplemental Nutritional Assistance Program (SNAP) | <p>Supplemental Security Income</p> <p>Gunderson et al, <i>Reconstructing the Supplemental Nutrition Assistance Program to More Effectively Alleviate Food Insecurity in the United States</i></p> <p>Optional: Goss, The Future Financial Status of the Social Security Program</p> <p>Klerman and Danielson, <i>The Transformation of the Supplemental Nutrition Assistance Program</i></p> | Policy Brief Draft & Peer Review |

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| Week 10 4/4 | Key Social Welfare Policies & Programs: <ul style="list-style-type: none"> • Children & Families • Disability policy | Stapleton et. al, <i>Dismantling the Poverty Trap</i> Edwards, <i>Saving Children, Controlling Families</i> <u>Optional:</u> Purvin, <i>At the Crossroads & In the Crosshairs</i> Sugie, <i>Punishment & Welfare</i> | Op-Ed Piece Due |
| Week 11 4/11 | Key Policies & Programs: <ul style="list-style-type: none"> • Housing • Health care • Mental health | Burtin, <i>A History of Veterans' Policy in the United States</i> CBPP, <i>Policy Basics: Introduction to Medicaid</i> Grob, <i>Transformation of Mental Health Policy in Twentieth-Century America</i> <u>Optional:</u> <i>Public Housing & Decentralizing Poverty and Neighborhoods, Opportunities, & Housing Choice Vouchers</i> Vladeck, <i>Universal Health Insurance in the United States</i> Galvani et al, <i>Improving the Prognosis of Health Care in the USA</i> | |
| Week 12 4/18 | Group Presentations | | |
| Week 13 4/25 | Group Presentations | | |
| Week 14 5/2 | TBD | | POLICY BRIEF DUE 5/7 |

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