

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

<b>Course Number:</b>	SW n382R	<b>Instructor:</b> Robert Ambrosino, Ph.D. Robert.ambrosino@utexas.edu
<b>Unique Number:</b>	89265	<b>Office:</b> On-line (see hours below)
<b>Semester:</b>	Summer 2022	<b>Office Phone:</b> (210) 268-9043
<b>Meeting Time/Place:</b>	On-line*	<b>Office Hours:</b> T-TH 11:00 am – 12:30 pm and by appointment <u>via Zoom</u>

\*This class will be conducted using both asynchronous (students learn on their own) and on-line (face-to-face class via Zoom) formats (see **Course Schedule** below).

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**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 (UT SHSSW) has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain its accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE Education Policies and Accreditation Standards (EPAS).

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

#### **Competency 5: Engage in Policy Practice**

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

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

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

### **III. TEACHING METHODS**

The class will use a form of blended learning in which students learn content both in synchronous and asynchronous formats. Specially-designated **lab days** will serve as protected time for students to work on class assignments as well as an opportunity for students to check in with the course instructor, pose questions, or raise concerns they have about the assignments.

Canvas will be used for communication between students and the course instructor. Some materials, grades, and attendance will also be posted online. The course Canvas site can be accessed at <http://courses.utexas.edu> or the Social Work web page (requires Internet connection and UT EID and password). The Help Desk available through the UT home page ([www.utexas.edu/its/help](http://www.utexas.edu/its/help)) or at 475-9400 is available to assist students with Canvas-related questions.

#### IV. REQUIRED TEXTS AND MATERIALS

Segal, Elizabeth. (2016). *Social welfare policy and social programs: A values perspective* (4<sup>th</sup> edition). Brooks-Cole Cengage Learning.

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

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

#### V. COURSE REQUIREMENTS

**Assignment #1** (signature assignment) - Policy analysis (45% of course grade)

Students will *work in groups of four to five members each* to complete this assignment (group membership will be determined by the course instructor). Group members will examine the historical antecedents of an important contemporary social welfare policy of their choice, analyze the impact of those antecedents on the current and future direction of that policy, and make recommendations for policy changes and strategies to achieve them. The analysis will be developed in three (3) installments as shown below. Each installment will be assigned a separate grade.

The policy analysis is expected to contain the following content:

**Installment I** (35% of assignment grade)

Background and description of problem/issue

- Nature and scope of problem/issue (be sure to include relevant statistics)
- Population(s) affected by the problem/issue and in what way(s)
- Known or suspected causes of the problem/issue
- Importance/relevance of the problem/issue to the development of social welfare policy

Historical background of problem/issue

- Value premises or ideological assumptions that underlie the problem/issue and how these have changed over time
- Key events in history that have had an impact on the problem/issue\*
- Major stakeholders throughout history that have had an impact on the problem/issue, along the role(s) played by each stakeholder

\* Note that the *entire* spectrum of history must be addressed, from the time the problem/issue first emerged, to the present. The required information should be captured in a table or chart with appropriate headings.

**Installment II** (30% of assignment grade)

Analysis of the problem/issue

- Major themes that emerged from the historical background information determined in Installation I.
- Factors that appear to be most salient or important in shaping public opinion about problem/issue over time
- Major legislation passed to address the problem/issue over time, extent to which the Goals of the legislation have been just and democratic, and extent to which the legislation contributed to greater social and economic justice

**Installment III** (35% of assignment grade)

Conclusions

- Conclusions reached about the problem/issue
- Brief discussion of whether the problem/issue can ever be resolved to the satisfaction of all those that have a stake in it
- Brief discussion of whether society-at-large has an obligation to help resolve the problem/issue

Recommendations

- Policy-level recommendations for addressing the problem/issue
- List *three* strategies that could be used to get people to “think outside the box” about the problem/issue
- List *three* examples of how a professional social worker might bring about change that will help ameliorate the problem/issue in the future

Bibliographic References

The paper must include **no fewer than twenty** bibliographic references, including scholarly works.

The proposed policy analysis topic is due on **June 7**. Note that the topic must be approved by the course instructor prior to the group beginning this assignment.

Installments I, II, and III are due on **June 23**, **July 14**, and **July 26** (last day of class), respectively.

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

**Assignment #2** - Opinion editorial (aka “common assignment”) (15% of course grade)

*Students will work in groups of three to four members each* to complete this assignment. Opinion editorials, or "op-eds," are short commentary pieces that offer an excellent way to communicate an important message and advocate directly to a broad audience, including elected officials and other decision makers, opinion leaders, and members of the community-at-large. Op-eds appear in almost every newspaper and address current issues, express a viewpoint, and frequently offer policy or other solutions to social problems.

The op-ed should accomplish the following as articulated by *Competency 5* (Engage in Policy Practice) of the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS):

- (1) Identify social policy (and/or a social problem) at the local, state, and/or federal level that impacts human well-being, service delivery, and access to social services;
- (2) Assess how social welfare and economic policies impact the delivery of and access to services and/or otherwise affect human well-being; and
- (3) Demonstrate the application of critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and/or environmental justice. The op-ed should offer viable policy alternatives to improve human well-being and suggest actions that policymakers and/or members of the public should take.

Groups may submit the editorial in traditional, written form or in an electronic format such as a video, blog post, infomercial, or an entry on a Facebook page. Written op-eds should be 500 to 750 words in length, single spaced. If an electronic format is selected, the length of the op-ed will depend on the format used. Videos should be no more than 3-4 minutes in duration. In either case (written or electronic), the op-ed must be based on solid evidence and use sources that are cited in a manner appropriate to an editorial.

The due date for the op-ed assignment is **Thursday, July 21**.

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

**Assignment #3** – **book analysis** (15% of course grade)

For this assignment, each student will read the *Separated* book by William Lopez and respond to the following prompts:

- Give a brief overview of the book and the author’s perspective on the issue/problem
- Identify the social welfare policy issue/problem addressed. How is this issue/problem defined? Who is impacted and in what ways?
- How has this issue/problem been addressed historically?

- What values perspectives, beliefs, and frameworks can be used to understand this issue/problem?
- Discuss this social welfare issue/problem from the perspectives of power, privilege, oppression, and marginalization. Who has the power to implement changes so this issue/problem is reduced or eradicated?
- What is the public reaction to this issue/problem?
- If you ruled the world, what policy or policies would you put in place to address this issue/problem? Justify your choice(s)
- Identify at least *five* specific actions a social work advocate can play to address this issue/problem

The due date for the book analysis assignment is **Tuesday, July 12.**

**Assignment #4** – discussion assignments (25% of course grade)

Each student will complete the five (5) discussion assignments posted on the course Canvas site. Due dates for the discussion assignments are contained in the course schedule.

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

	<b>Assignment</b>	<b>Due Date</b>
1	Policy analysis (45%)  Proposal Installment I Installment II Installment III	June 7 June 23 July 14 July 26
3	Opinion editorial (op-ed) (15%)	July 21
4	<i>Separated</i> book analysis (15%)	July 12
5	Discussion assignments (25%)	Various

**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** (note that some of the following policies have been modified to accommodate the fact that the class will be conducted on-line)

**Conduct and Civility:** Social work students adhere to the Student Standards for Professional Conduct of the *NASW Code of Ethics* and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog.

**Readings and Preparatory Assignments:** Students are expected to be active participants in the learning process by completing all assigned readings and viewing all Power Point presentations and related videos.

**Professional Communication and Interactions:** Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context in which it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks toward others, and covert acts, such as excluding class members from completing assigned tasks.

**Electronic Devices:** All communication devices should be turned off or placed on silent mode and put away during on-line class sessions, unless otherwise required by the class.

**Class Attendance Policy:** All students are expected to participate in all on-line class sessions.

**Assignments and Grades:** Assignments should be turned in via Canvas on the date they are due barring serious, unforeseen medical illness or family emergencies. A penalty of 3 points per day will be assessed for late assignments. Penalties for late assignments will factor into the grade achieved for the assignment.

**Writing Style:** The most recent edition of the *Publication Manual of the American Psychological Association* (APA) is the style manual to be used by all students in this course.

**Use of Canvas:** The professor will use the Canvas web-based course management /collective workspace for this class. An orientation to the course Canvas site will be given the first day of class.

**Course Modification:** To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications will be posted to Canvas. Students should check their email frequently. Note that some of the links to documents and videos on the Internet may change. In such cases, new links or alternate options will be provided.

## **VIII. UNIVERSITY POLICIES**

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

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.



**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**POLICY ON 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** (Please note distinction between in-person classes and learn on your own classes).

Date	Topic	Readings	Assignment(s)
<b>JUNE</b>			
6/2	<ul style="list-style-type: none"> <li>• Overview of course</li> <li>• Social welfare policy and underlying values</li> </ul>	<p><b><u>NOTE</u> – this class will be conducted using synchronous <u>in-person</u> format via Zoom</b></p> <p><u>Chapter 1</u> of course text</p> <ul style="list-style-type: none"> <li>• Applicable Power Point slides and/or Panopto video(s)</li> <li>• Course syllabus (posted on Canvas)</li> </ul>	<p><b>Discussion assignment #1</b>          (available from <u>6/2 to 6/9</u>)</p> <ul style="list-style-type: none"> <li>• Break into assigned task groups to begin planning for policy analysis project</li> </ul>
6/7	<ul style="list-style-type: none"> <li>• Analyzing and researching social welfare policies</li> <li>• Conceptual foundations of social welfare policy</li> </ul>	<p><b><u>NOTE</u> - this class will be conducted using asynchronous <u>learn-on-your-own</u> format</b></p> <p><u>Chapters 3 and 4</u> of course text</p> <ul style="list-style-type: none"> <li>• Applicable Power Point slides and/or Panopto video(s)</li> </ul>	<p><b>Policy analysis topic due (one submission per group only)</b></p>
6/9	<ul style="list-style-type: none"> <li>• How a bill becomes a law in Texas</li> <li>• Finding and tracking legislation</li> <li>• Developing federal regulations and state rules</li> </ul>	<p><b><u>NOTE</u> – this class will be conducted using synchronous <u>in-person</u> format via Zoom</b></p> <p><u>Chapter 4</u> of course text</p> <ul style="list-style-type: none"> <li>• Applicable Power Point slides and/or Panopto video(s)</li> </ul> <p><u>On-line Resources</u>  <a href="https://capitol.texas.gov/">https://capitol.texas.gov/</a>  <a href="http://www.congress.gov">www.congress.gov</a></p>	
6/14	<ul style="list-style-type: none"> <li>• Historical foundations of social welfare in America</li> </ul>	<p><b><u>NOTE</u> - this class will be conducted using asynchronous <u>learn-on-your-own</u> format</b></p> <p><u>Chapter 2</u> of course text</p> <ul style="list-style-type: none"> <li>• Applicable Power Point slides and/or Panopto video(s)</li> </ul> <p><u>Other videos</u></p> <ul style="list-style-type: none"> <li>• The orphan train movement  <a href="https://www.youtube.com/watch?v=WDJx8m5DCL4">https://www.youtube.com/watch?v=WDJx8m5DCL4</a></li> </ul>	

Date	Topic	Readings	Assignment(s)
		<ul style="list-style-type: none"> <li>The Mary Ellen story (note producer of this video) <a href="http://www.youtube.com/watch?v=bygP_sulo_g&amp;oref=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DbygP_sulo_g&amp;has_verified=1">www.youtube.com/watch?v=bygP_sulo_g&amp;oref=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DbygP_sulo_g&amp;has_verified=1</a></li> </ul>	
6/16	<ul style="list-style-type: none"> <li>Commentary and class discussion on the historical foundations of social welfare in America</li> <li>Preparing a policy brief</li> <li>Preparing an opinion editorial or op-ed</li> </ul>	<p><b>NOTE – this class will be conducted using synchronous <u>in-person</u> format via Zoom</b></p> <p><u>Posted on Canvas</u></p> <ul style="list-style-type: none"> <li>Sample policy briefs and opinion editorials</li> <li>Applicable Power Point slides and/or Panopto video(s)</li> </ul>	
6/21	<ul style="list-style-type: none"> <li>Poverty and economic inequality</li> <li>Navigating the Federal budget</li> <li>Navigating the Texas Budget</li> </ul>	<p><b>NOTE - this class will be conducted using asynchronous <u>learn-on-your-own</u> format</b></p> <p><u>Chapters 7 and 8</u> of course text</p> <ul style="list-style-type: none"> <li>Applicable Power Point slides and/or Panopto video(s)</li> </ul>	<p><b>Discussion assignment #2</b>        (available <u>6/21 to 6/28</u>)</p>
6/23	<ul style="list-style-type: none"> <li>Commentary and class discussion on topics covered on 6/21</li> </ul>	<p><b>NOTE – this class will be conducted using synchronous <u>in-person</u> format via Zoom</b></p>	<p><b><u>Installment I</u> of Policy Analysis Assignment due (one submission per group only)</b></p>
6/28	<ul style="list-style-type: none"> <li>Health care policy in America</li> </ul>	<p><b>NOTE - this class will be conducted using asynchronous <u>learn-on-your-own</u> format</b></p> <p><u>Chapter 12</u> of course text</p> <ul style="list-style-type: none"> <li>Applicable Power Point slides and/or Panopto video(s)</li> <li>Relevant resource materials posted on Canvas</li> </ul> <p><u>On-line Resources</u>  <a href="http://www.kff.org">www.kff.org</a>  <a href="http://www.cbpp.org">www.cbpp.org</a></p>	
6/30	<ul style="list-style-type: none"> <li>Commentary and class discussion on topics covered on 6/28</li> </ul>	<p><b>NOTE – this class will be conducted using synchronous <u>in-person</u> format via Zoom</b></p> <p><a href="https://www.cbo.gov/about/products/major-recurring-reports">https://www.cbo.gov/about/products/major-recurring-reports</a></p>	<p><b>Discussion assignment #3</b> (available <u>6/30 to 7/7</u>)</p>

Date	Topic	Readings	Assignment(s)
<b>JULY</b>			
7/5	<ul style="list-style-type: none"> <li>• Aging and social welfare policy</li> </ul>	<p><b>NOTE - this class will be conducted using asynchronous <u>learn-on-your-own</u> format</b></p> <p><u>Chapter 10</u> of course text</p> <ul style="list-style-type: none"> <li>• Applicable Power Point slides and/or Panopto video(s)</li> <li>• Relevant resource materials posted on Canvas</li> </ul> <p><u>On-line resources</u></p> <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5453737/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5453737/</a></p> <p><a href="https://www.apa.org/pi/about/publications/caregivers/faq/health-effects">https://www.apa.org/pi/about/publications/caregivers/faq/health-effects</a></p> <p><a href="https://www.caregiving.org/research/impact-of-caregiving/">https://www.caregiving.org/research/impact-of-caregiving/</a></p> <p><a href="https://www.ncoa.org/">https://www.ncoa.org/</a></p> <p><a href="https://pubmed.ncbi.nlm.nih.gov/12848256/">https://pubmed.ncbi.nlm.nih.gov/12848256/</a></p>	
7/7	<ul style="list-style-type: none"> <li>• Commentary and class discussion on topics covered on 7/5</li> </ul>	<p><b>NOTE – this class will be conducted using synchronous <u>in-person</u> format via Zoom</b></p>	<p><b>Discussion assignment #4</b> (available 7/12 – 7/19)</p>
7/12	<ul style="list-style-type: none"> <li>• Homelessness in America</li> </ul>	<p><b>NOTE - this class will be conducted using asynchronous <u>learn-on-your-own</u> format</b></p> <p><u>Canvas</u></p> <p>Multiple documents related to the antecedents and consequences of homelessness in America</p> <ul style="list-style-type: none"> <li>• Applicable Power Point slides and/or Panopto video(s)</li> </ul> <p><u>Other videos</u></p> <p><i>Poor Kids of Silicon Valley</i></p> <p><a href="https://www.ted.com/talks/lloyd_pendleton_the_housing_first_approach_to_homelessness?language=en">https://www.ted.com/talks/lloyd_pendleton_the_housing_first_approach_to_homelessness?language=en</a></p>	<ul style="list-style-type: none"> <li>• <i>Separated book analysis due</i></li> </ul>
7/14	<ul style="list-style-type: none"> <li>• Commentary and class discussion on topics covered on 7/12</li> </ul>	<p><b>NOTE – this class will be conducted using synchronous <u>in-person</u> format via Zoom</b></p>	<ul style="list-style-type: none"> <li>• <b>Policy Analysis assignment Installment II due (one submission per</b></li> </ul>

Date	Topic	Readings	Assignment(s)
			<b>group only)</b>
7/19	<ul style="list-style-type: none"> <li>• Social problems in the global arena</li> </ul>	<p><b><u>NOTE</u> - this class will be conducted using asynchronous <u>learn-on-your-own</u> format</b></p> <p><u>Chapter 13</u> of course text</p> <ul style="list-style-type: none"> <li>• Applicable Power Point slides and/or Panopto video(s)</li> <li>• Relevant resource materials posted on Canvas</li> </ul> <p><u>On-line resource</u>  <a href="http://www.ifsw.org">www.ifsw.org</a></p>	<p><b>Discussion assignment # 5</b>          (Available from 7/19 – 7/26)</p>
721	<ul style="list-style-type: none"> <li>• Commentary and class discussion on topics covered on 7/12</li> </ul>	<p><b><u>NOTE</u> – this class will be conducted using synchronous <u>in-person</u> format via Zoom</b></p>	<ul style="list-style-type: none"> <li>• <b>Op-ed due</b></li> </ul>
7/26	<p><u>Last day of class</u></p> <ul style="list-style-type: none"> <li>• Policy practice and the impact of social welfare policy</li> </ul>	<p><u>Chapter 14</u> of course text</p> <ul style="list-style-type: none"> <li>• Applicable Power Point slides and/or Panopto video(s)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Policy Analysis assignment Installment III due (one submission per group only)</b></li> </ul>

**X. BIBLIOGRAPHY**

Additional readings

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New Press.

Barusch, S. (2017). *Foundations of social policy: Social justice in human perspective* (6<sup>th</sup> Edition). Brooks Cole Cengage Learning.

Birkland, T.A. (2019). *An introduction to the policy process: Theories, concepts, and models of public policy making* (5<sup>th</sup> edition). Routledge.

Brown, L., Langanegger, J.A., Garcia, S., Lewis, T.A., Biles, R., & Rynbrandt, R. (2021). *Practicing Texas politics* (18<sup>th</sup> edition). Wadsworth Cengage Learning.

DeAngelo, R., & Dyson, M. (2018). *White Fragility: Why it's so hard for white people to talk about racism*. Beacon Press.

- Delgado, R, Stefanic, J. & Harris, A. (2017). *Critical race theory (3<sup>rd</sup> edition)*. NYU Press.
- Deluca, S., Clampet-Lundquist, S. & Edin, K. (2016). *Coming of age in the other America*. Russell Sage Foundation.
- Edin, K.J., & Shaefer, H.L. (2016). *\$2.00 a day: Living on almost nothing in America*. Houghton-Mifflin Harcourt.
- Gonzales, R. (2016). *Lives in limbo: Undocumented and coming of age in America*. University of California Press.
- Hill, M. (2016). *Nobody: Casualties of America's war on the vulnerable, from Ferguson to Flint and beyond*. Atria Press.
- Hoefler, R. (2019). *Advocacy practice for social justice (4<sup>rd</sup> edition)*. Oxford University Press.
- Holmes, S. (2013). *Fresh fruit, broken bodies: Migrant farmworkers in the United States*. University of California Press.
- Hull, N., & Hoffer, P. (2021). *The abortion rights controversy in American history*. University Press of Kansas.
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- Karger, H.J., & Stoesz, D. (2018). *American social welfare policy: A pluralist approach (8<sup>th</sup> edition)*. Pearson.
- Land, S. (2019). *Maid: Hard work, low pay, and a mother's will to survive*. Hachette Books.
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- Lippy, P. (2020). *The lobbying strategy handbook: 10 steps to advocating any cause effectively (2<sup>nd</sup> edition)*. Sage.
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Popple, P. (2018). *Social work practice and social welfare policy in the U.S.: A history*. Oxford University Press.

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Rank, R., Eppard, L.M., & Bullock, H. (2021). *Poorly understood: What America gets wrong about poverty*. Oxford University Press.

Secombe, K. (2015). *So you think I drive a Cadillac?* (4<sup>th</sup> edition). Pearson.

Smith, C.F. (2018). *Writing public policy: A practical guide to communicating in the policy-making process* (5<sup>th</sup> ed.). Oxford University Press.

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Weible, C.M., & Sabatier, P.A. (Eds.). (2017). *Theories of the policy process* (4<sup>th</sup> edition). Westview Press.

#### Relevant websites

Brookings Institution [www.brook.edu](http://www.brook.edu)

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

Center on Budget and Policy Priorities [www.cbpp.org](http://www.cbpp.org)

Center for Law and Social Policy [www.clasp.org](http://www.clasp.org)

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

Children's Defense Fund [www.childrensdefense.org](http://www.childrensdefense.org)

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

Kaiser Family Foundation [www.kff.org](http://www.kff.org)

Institute for Research on Poverty [www.ssc.wisc.edu/irp](http://www.ssc.wisc.edu/irp)

Mathematica Policy Research **Error! Hyperlink reference not valid.** [www.mathematica-mpr.com/](http://www.mathematica-mpr.com/)

MRDC [www.mdrc.org](http://www.mdrc.org)

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

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

National Indian Child Welfare Association (NICWA) [www.nicwa.org](http://www.nicwa.org)

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

RAND Corporation <http://www.rand.org/>

Urban Institute [www.urban.org](http://www.urban.org)

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Texas Policy Advocacy Research Organizations and Resources

Center for Public Policy Priorities <http://forabettertexas.org/>  
Texas Legislative Reference Library <http://www.lrl.state.tx.us/index.cfm>  
Texas House Research Organization <http://www.hro.house.state.tx.us/>  
Texas Senate Research Center <http://www.senate.state.tx.us/src.php>

Relevant Federal Government websites

Bureau of Labor Statistics [www.bls.gov](http://www.bls.gov)  
Congressional Budget Office [www.cbo.gov](http://www.cbo.gov)  
United States Census Bureau [www.census.gov](http://www.census.gov)  
United States Department of Agriculture ([www.usda.gov](http://www.usda.gov))  
United States Department of Health and Human Services ([www.dhhs.gov](http://www.dhhs.gov))  
United States Department of Housing and Urban Development ([www.hud.gov](http://www.hud.gov))  
United States Food and Nutrition Service (<https://www.fns.usda.gov/>)  
United States House of Representatives <http://www.house.gov/>  
United States Senate <http://www.senate.gov/>  
United States Women's Bureau <https://www.dol.gov/agencies/wb>  
Find a bill or law [www.congress.gov](http://www.congress.gov)