

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

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| Course Number: | SW 323K | Instructor: | Cosy Hough, LCSW, Clinical Associate Professor |
| Unique Number: | 61635 | Email: | cosyhough@austin.utexas.edu |
| Semester: | Fall 2023 | Office: | 3.106G |
| Meeting Time/Place: | M/W 9:30- 11:00am SSW 2.130 | Office Phone: | 512-471-8226 |
| | | Office Hours: | Wednesdays 11:00-11:30am or by Appointment (in person or via Zoom) |

Social Welfare Program, Policy & Issues

I. COURSE DESCRIPTION

This course is designed to provide students with the ability to analyze contemporary social welfare policy issues and programs and to understand the relationship between social policy and social work practice. In this course you will learn about the historical, political, economic, and other social conditions that influence policy development in the United States. The impact of racialization, ethnic origin, class, gender, gender expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status is also explored. Policy areas discussed in this class are those in which social workers play major roles including health care, income insecurity, safety net programs and those impacting people with vulnerabilities. In this course, you will learn to use policy analysis tools and related theories to understand how policy influences practice and planning decisions and how social workers can influence social welfare policy through advocacy.

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

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

discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Prerequisites: Course credit for GOV310L and 3 hours of core history and 3 hours of economics.

II. COURSE OBJECTIVES

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

1. Understand significant historical events, movements and people who have influenced the field of social work and social welfare policy.
2. Understand the impact of economics, politics, and social values on the identification of social problems and policy formation in the United States and the ways that issues of diversity, including racialization, ethnic origin, class, gender, gender expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status and national origin of communities and tribal sovereign status, have been addressed.
3. Understand the policies that form the foundation of social welfare policy in the U.S. in major policy areas, including health care, poverty and social insurance and safety net programs.
4. Understand the roles of social workers in the formation of social policy and the effects of social policies on social work practice.
5. Discuss trends in comparative international social welfare and human rights policy.
6. Analyze the connections between the history and contemporary structures of social policy and the value systems and paradigms that drive social change.
7. Analyze basic principles and critiques of various policy related theories, perspectives, and practices, including, but not limited to, perspectives from ecological systems theory, strengths-based perspective, critical race theory, social structural theories, feminist theory, and theories with anti-racism and anti-oppressive focus, with a focus on theories that center racialization using perspectives developed by Black, Indigenous and other scholars of color.
8. Using a social justice lens, identify behaviors and beliefs that perpetuate racist and oppressive policies and suggest strategies for change.
9. Demonstrate policy advocacy skills including the construction of effective advocacy statements.
10. Create a policy analysis around a research question and analysis of existing knowledge and research relevant to the question that includes:
 - a. A conclusion(s) that logically follows from the inquiry findings;
 - b. A critique the inquiry process, an outline of the limitations of conclusions or results, and directions for future inquiry; and
 - c. Implications of the research and its translation to practical applications.

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 course is designed to provide students with a meaningful learning environment through use of multiple methods of instruction (e.g. discussion, lecture, and group exercises). Students are expected to complete assigned readings *prior* to each class period and actively participate in class. Class attendance and participation are required and essential for successful completion of this course.

This course is structured as “flipped,” meaning that students will meet synchronously for a portion of the class and will complete asynchronous learning modules online, for the other portion of class. This class will meet in-person, synchronously, most Wednesdays during the semester. Asynchronous work will be completed for most Monday meeting times. Since this class requires students to complete weekly independent learning, students are strongly encouraged not to fall behind in the completion of online modules. Online modules will be interactive and contain readings, videos, exercises and discussions.

Canvas will be used for the structuring of online modules and communication between students and the instructor. Course materials and grades will also be posted online. The class Canvas site can be accessed at <http://courses.utexas.edu> or the Social Work web page (requires Internet connection and computer UT EID and password). The Help Desk available through the UT home page (www.utexas.edu/its/help) or at 475-9400 is available to assist students with Canvas-related questions. Students can access computers through the Learning Resource Center located on the first floor of the social work building.

IV. REQUIRED TEXT AND MATERIALS

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

Vargas, J. A. (2019). *Dear America: Notes of an undocumented citizen*. Dey St., an imprint of William Morrow.

Required supplemental readings will also be found on canvas some weeks.

The Segal text is available electronically on Canvas through the Longhorn Textbook Access (LTA) program, a collaboration between UT Austin, the University Co-op and textbook publishers to significantly reduce the cost of digital course materials for students. If you choose this option, you can access an electronic less-expensive version of the text and Vantage, a Sage platform that gives you access to ungraded quizzes, videos, and other materials to help you master content in the text throughout the semester through the “My Textbooks” tab on our Canvas website.

You are automatically opted into the program by enrolling in this course so you will have access to the textbook prior to the beginning of class, but you can easily opt-out via Canvas by the fourth class day, August 25, if you want to obtain the text in a different way. If you remain opted in on the 25th, you will receive a bill through your UT “What I Owe” page on August 29 and have until September 19 to pay. (If you don’t opt out by the 25th and don’t want to participate, you will be charged for the book.) If you are a UT for Me student, funds will be automatically deducted from your UT for Me account and any remaining balance will be billed to your “What I Owe” page. More information about the LTA program is available at <https://www.universitycoop.com/longhorn-textbook-access>

V. COURSE REQUIREMENTS

Attendance and Participation (10 points)

Collaborative exercises and discussions are the essence of this course and the heart of the learning process. Therefore, an essential component of this course is your regular attendance and active participation in class discussions.

Participation points will be determined on attendance in-person class meeting times and the quality of participation in class discussion and small group exercises. Regular, on time attendance to each in-person class is expected for this course. Students will lose two participation points for every missed synchronous meeting beyond two missed classes unless a student has accommodations approved in advance through University Services for Students with Disabilities or a COVID-19 related absence has been approved by the instructor. Students are expected to contact the professor by email in a timely manner about absences, and alert the instructor about late arrivals or early departures. Any student missing more than four synchronous classes in total may be in jeopardy of not passing this course.

Attendance will be taken using a class meeting “exit ticket” which you will complete for each in-person class session. You will complete exit tickets with your name and a very brief reflection and/or question regarding your learning for that class session. Instructions will be given each class session.

Discussion Boards (10 points)

Students will be required to watch videos, complete readings and complete exercises related to the topics of that week as online activities on your own for the Monday class meeting time most weeks. In order to integrate what is learned for that week, students will be required to complete a discussion question in Canvas. The discussion question will be assigned in Canvas at least one week in advance. Students should use critical thinking skills in answering the question. Students should also provide a response to, at minimum, one of their peer's answer(s) in the Discussion Board. Each Discussion Board Answer and Response will be worth a maximum of 1 point. There are 11 weekly Discussion Boards in total. Students may skip one discussion board and still receive 10 points credit. Completing the 11th Discussion Board will give students up to 1 extra point on their final grade. All Discussion Board posts will be due, at the latest, at 11:59pm on Tuesdays.

Policy analysis (50 Points)

This assignment is intended to demonstrate that students have mastered identified competencies and practice behaviors covered in this course as well as meet the course's writing and independent inquiry flags. Students will examine the historical antecedents of an important contemporary social welfare policy, analyze the impact of those antecedents on the current and future direction of that policy, and make recommendations for policy changes and strategies to achieve them. The analysis will be developed in three (3) installments (see below for a description of the requirements for each installment). Each installment will be given a grade and suggestions for revision; the final paper will be a composite of all three installments (as revised).

- **Installment I (15 Points)**

Background and description of problem/issue

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

Historical background of problem/issue

- Key events in history that have had an impact on the problem/issue (the *entire* spectrum of history, from the time the problem/issue was first articulated, to the present must be addressed).
- Value premises or ideological assumptions that underlie the problem/issue and how these have changed over time
- Major stakeholders throughout history that had an impact on the problem/issue and the role(s) played by each stakeholder
- The voices of lived experience with the issue and their points of view

- **Installment II (15 points)**

Analysis of the problem/issue

- Major themes that emerged from the historical background information determined above.
- 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, degree to which the goals of the legislation have been just, equitable and democratic, and extent to which the legislation contributed to greater social, racial and economic justice

Installment III (15 Points)

Conclusions

- Conclusions reached about the problem/issue
- Three examples of how a social worker might bring about change that will have a positive impact on the problem/issue in the future
- Thoughts about whether the problem/issue can ever be resolved to the satisfaction of all those that have a stake in it
- Thoughts and observations about how people with lived experience will respond to social work change efforts
- Thoughts about whether society in general has an obligation to help resolve the problem/issue

Recommendations

- Recommendations for addressing the problem/issue in the future
- Strategies that could be employed to get people to “think outside the box” about the problem/issue

Final revisions to Policy Analysis (5 Points)

You will have the opportunity to make revisions to all three installments of the assignment based on feedback received from the course instructor. The final revised document is due on the last day of class.

Bibliographic References

The paper must include *no fewer than twenty* bibliographic references. References should include both culturally and community grounded and scholarly works.

The student’s proposed policy analysis topic is due on **August 29**. Note that the topic must be approved by the course instructor *prior* to you beginning this assignment.

Installment I, II, and III are due on **September 27, October 18,** and **November 1,** respectively. Final revisions of all three installments are due on **November 28.**

Policy Brief and Testimony (15 Points)

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

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

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

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

Following completion of the Policy Brief, you will be required to write and present testimony about your policy issue. The ability to provide testimony to a policymaking body such as a board of education, city council or legislative committee is an essential skill for any policy advocate. Such testimony is intended to influence policy decisions and is a public advocacy statement. ***Individually***, students will write and present a 3-minute testimony that relates to the problem/issue addressed by their advocacy project. Guidance on completing the testimony will be provided in class and sample testimonies will be posted on the course Canvas site.

Each student will present their testimony to the class on 11/29 or 12/4.

Opinion editorial (15 Points)

Students will team up in task groups of two to three to develop and submit an Opinion Editorial related to problems, issues, programs, policies and other material covered in class. Opinion editorials, or "op-eds," are short commentary pieces. An op-ed is an excellent way to communicate your messages, directly and unfiltered (subject to editorial discretion), 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.

Each task group will familiarize themselves with the relevant materials on how to draft an op-ed. These materials are located in a folder titled "Op-Ed" on Canvas. Time in class will be dedicated to teaching students how to write an op-ed piece, writing the op-ed and submitting it for publication. Students are required to complete a one-page rating form provided by the course instructor for comparing published op-ed pieces.

Requirements:

- The op-ed should be between 500 to 750 words, single spaced, and one and one-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 submit it for possible publication.

Additional guidance on how to develop an opinion editorial will be provided in class. Written examples of op-ed pieces will be posted on the course Canvas site.

The date for the op-ed assignment is **November 15.**

| | Assignment | Due Date | Points |
|----------|--|--------------------------|------------|
| 1 | Policy analysis | | 50 |
| | Proposed topic | 8/29 | - |
| | Installment I (draft) | 9/27 | 15 |
| | Installment II (draft) | 10/18 | 15 |
| | Installment III (draft) | 11/27 | 15 |
| | Installments I, II, and III (revisions only) | 11/28 | 5 |
| 2 | Policy brief and testimony | 11/29 or 12/4 | 15 |
| 3 | Opinion editorial ("common assignment") | 11/15 | 15 |
| 4 | Discussion Boards | Various | 10 |
| 5 | Attendance and Participation | | 10 |
| | Total | - | 100 |

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

Synchronous, In Person Class time

There are 17 synchronous, in person meeting times for this course. Students are expected to attend class sessions regularly and to participate in an interactive framework between other students and the professor. Students will lose two participation points for every missed synchronous meeting beyond two missed classes unless a student has accommodations approved in advance through University Services for Students with Disabilities or a COVID-19 related absence has been approved by the instructor. Students are expected to complete the readings prior to class and should be well prepared to participate in discussions and experiential learning assignments.

Students are responsible for any material missed due to absences. Course material will be posted in Canvas.

Asynchronous Course “Attendance”

“Attendance” and participation for the asynchronous (Online, On Your Own) portion of this class will be evaluated based on the completion of online activities and discussion boards. Students will complete a discussion board question that relates back to the online activities. These discussion boards are worth 1 point each. One discussion board may be missed without impacting the overall student grade in the class.

Due Dates and Late Assignments: It is expected that all assignments will be turned in on time. Assignments are generally due at 11:59pm on the due date. Exceptions to this time will be announced when applicable. Assignments, including papers, are due on the date and time indicated in Canvas. The instructor will accept assignments, including discussion posts, up to 24 hours past due dates when students are in need of additional time. No points will be deducted. Do your best to turn assignments in on time so grading is organized and timely.

If you need to turn in an assignment any later than 24 hours late, contact the course Graduate Assistant or Instructor to coordinate the need for a late submission. The instructor may grade late assignments penalizing 5% of the assignment point value for each day late after 24 hours. After 7 calendar days, late assignments will not be accepted unless prior arrangements have been made with the instructor. Frequent communication is key when needing to turn in a late assignment. We'll work with you, work with us!

Papers: The instructor of this class recognizes there are many styles of writing that serve varying audiences. Students are expected to produce effective, clear written work for papers. The instructor will indicate when American Psychological Association (APA) style must be used. Written material should be carefully proofread and errors (punctuation, typographical, spelling, etc.) corrected prior to submission in order to avoid losing points in the assignment grade. When using information from sources to complete written materials, references and the bibliography should be clear. Instances of plagiarism will be addressed according to University policy. Questions about grades should be raised with the instructor within one week of receipt of the grade.

Discussion Board posts and other forms of writing in this class may be written in an informal style.

Use of Cell Phones in the Virtual Classroom: Cell phones should be turned off when class begins and remain off throughout the duration of synchronous class times unless the student has spoken with the instructor prior to class beginning about an urgent need to have the phone available during class.

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.

ACCESSIBLE/COMPLIANT STATEMENT: If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please touch base with your instructor to discuss your Accommodation Letter as early as possible in the semester so your approved accommodations can be implemented.

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 DISCLOSURE. Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Faculty, staff, graduate assistants, teaching assistants, and graduate research assistants are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: supportandresources@austin.utexas.edu. Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: titleix@austin.utexas.edu, or call 512-471-0419.

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

SYLLABUS CHANGES. While the overall structure of the syllabus will remain the same, there may be slight changes to reading assignments, updates to guest speakers and the class schedule throughout the course of the semester. Changes will be announced in advance on the Canvas site and the syllabus will be updated to reflect any changes. As this is an evolving area of social work, timely news articles and materials that will inform class discussion may be sent out from time to time. Thank you for your flexibility in accommodating these changes.

| Date | Meeting Type | Topic | Readings | Assignment(s) |
|-------------|---------------------|---|---|----------------------|
| Aug 21 | Together In Person | Welcome! Introductions Review of course assignments Setting up our discussions | None | |
| Aug 23 | Together In Person | Setting up our lens Social Policy and Social Welfare <ul style="list-style-type: none"> • Introductions • Overview: Course Themes <i>Meaning of Social Welfare</i> | NASW Code of Ethics Segal, Chapter 1 | |

| Date | Meeting Type | Topic | Readings | Assignment(s) |
|------------------|--------------------|---|--|----------------------------------|
| | | <p><i>What is Social Policy</i> <i>Purpose of Social Policy</i></p> <p>What is the role of a social worker in creating social change?</p> | | |
| Aug 28 | Together In Person | <p>Intro to social welfare policy</p> <p>Theory and Policy</p> | <p>Segal, Chapter 3</p> <p>Lewis, et al., Strengths Perspective Policy Practice: Conceptual Underpinnings, Development, and Next Steps</p> | Policy Analysis , Proposed Topic |
| Aug 30 | Together In Person | <p>Introduction to social welfare policy</p> <p>Theory and Policy</p> <p>Value systems and Theory</p> | Daftary, et al, A CRT analysis of policy making in Nevada... | |
| Sep 4 Holiday | No Meeting | | | |
| Sep 6 | Together In Person | <p>Historical foundations of social welfare in the U.S.</p> <p>Overview of historical events that shaped the development of social welfare policies and programs in the U.S.</p> | Segal, Chapter 2 | |
| Sep 11 | Online On Your Own | <p>Historical foundations of social welfare in the U.S.</p> <p>Overview of historical events that shaped the</p> | <p>Segal, Chapter 2</p> <p>Dear America, Part I, chapters 1-7</p> | Discussion Board #1 |

| Date | Meeting Type | Topic | Readings | Assignment(s) |
|--------|--------------------|---|---|---------------------|
| | | development of social welfare policies and programs in the U.S. | | |
| Sep 13 | Together In Person | Analyzing and researching social welfare policies Frameworks for policy analysis | Segal, Chapter 4 | |
| Sep 18 | Online On Your Own | Analyzing and researching social welfare policies | Segal, Chapter 4 Dear America, Part II, chapters 1-3 | Discussion Board #2 |
| Sep 20 | Together In Person | How policy is made: <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 Reading and Writing for policy Policy briefs | ICPA, An Essential Guide to Writing Policy Briefs | |
| Sep 25 | Online On Your Own | Analyzing and researching social welfare policies The Delivery of Social Welfare Services Social Welfare Policy and Governmental Policy-making | Segal, Chapter 5 Dear America, Part II, Chapters 4-9 | Discussion Board #3 |

| Date | Meeting Type | Topic | Readings | Assignment(s) |
|-------------|---------------------|---|---|---------------------------------|
| | | <ul style="list-style-type: none"> ● Legislative Branch ● Executive Branch ● Judicial Branch | | |
| Sep 27 | Together In Person | Social Justice and Civil Rights | Segal, Chapter 6 | Policy Analysis, Installment I |
| Oct 2 | Online on Your Own | Poverty and Economic Inequality | Segal, Chapter 7 Dear America, Part II, Chapters 10-15 | Discussion Board #4 |
| Oct 4 | Together In Person | Economics, Employment, Budgets and Taxes | Segal, Chapter 8 | |
| Oct 9 | Online on Your Own | Social Insurance Aging and Social Welfare Policy | Segal, Chapters 9 and 10 Dear America, Part II, Chapters 16-17 | Discussion Board #5 |
| Oct 11 | Together in Person | Health Care Policy | Segal, Chapter 12 Wilson Center, Policy Brief, Maternal Health | |
| Oct 16 | Online on your Own | Children and Families | Segal, Chapter 11 Dear America, Part II, Chapters 18-21 | Discussion Board #6 |
| Oct 18 | Together in Person | Applied Policy Analysis, Paid Social Work Field Internships | Mini Analysis | Policy Analysis, Installment II |

| Date | Meeting Type | Topic | Readings | Assignment(s) |
|-------------|---------------------|---|--|----------------------------------|
| Oct 23 | Online on Your Own | Applied Policy Analysis, Paid Social Work Field Internships History, current issues, funding and budgets, constraints, innovation | Mini Analysis | Discussion Board #7 |
| Oct 25 | Together in Person | Applied Policy Analysis, Paid Social Work Field Internships SWOT Analysis | In Class Activity | |
| Oct 30 | Online on Your Own | Writing for advocacy audiences Op-eds | Review Contents: Op-Ed Folder Dear America, Part III, Chapters 1-5 | Discussion Board #8 |
| Nov 1 | Together in Person | Op-Ed Group Meeting Immigration | Review Contents: Op-Ed Folder | Policy Analysis, Installment III |
| Nov 6 | Online on Your Own | Communication and Messaging Signage, media, and organizing | Dear America, Part III, Chapters 6-12 | Discussion Board #9 |
| Nov 8 | Together In Person | Writing for advocacy audiences Op-ed: group meeting Dear America, Completed Book Discussion | Readings: Read two op-eds on your advocacy topic and be ready to discuss them with your group | |
| Nov 13 | Online on Your Own | United States Social Welfare Policies and Comparisons | Segal, Chapter 13 | Discussion Board #10 |

| Date | Meeting Type | Topic | Readings | Assignment(s) |
|-------------|---------------------|--|--|--|
| Nov 15 | Together In Person | Communication and Messaging Writing for public testimony | ACLU, Tips and Template for Written and Oral/Recorded Testimony Public Testimony Template | Opinion Editorial |
| Nov 27 | Online on Your Own | Policy Practice and the Impact of Social Welfare Policy | Segal, Chapter 14 | Discussion Board #11 Policy Analysis, Installments I, II and III, Final Version with Revisions <i>Due Nov 28</i> |
| Nov 29 | Together in Person | Presentations | How to Give a Killer Presentation | Policy Brief and Testimony |
| Dec 4 | Together in Person | Presentations | | Policy Brief and Testimony |

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