

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

**Instructor's Name:** Jinane Sounny-Slitine, PhD, LMSW

**Name Pronunciation:** "Ji-Nan Sue-Knee Slee-Teen"

**Goes By:** Dr. Sounny-Slitine or Dr. Slitine

**Pronouns:** [she/her/hers](#)

**E-Mail:** [jinane@austin.utexas.edu](mailto:jinane@austin.utexas.edu)

**Office Hours:** Available for virtual appointments please request via email

**Course Number:** SW 382R Social Policy Analysis and Social Problems

**Semester:** Spring 2024

**Unique Number:** [60195](#)

**Class Location:** SSW 2.118

**Class Meeting Time:** Wednesday 2:30-5:30pm

**SOCIAL POLICY ANALYSIS AND SOCIAL PROBLEMS**

**I. STANDARDIZED COURSE DESCRIPTION**

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

**II. STANDARDIZED COURSE OBJECTIVES**

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

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

promoting and advocating for social and economic justice through both organizational and social change

### **EPAS Competencies**

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

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

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

- Behavior 5a: Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
- Behavior 5b: 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 incorporate a variety of teaching methods, including interactive lectures, experiential group activities, reading assignments, and audiovisual material to help students understand the development of social welfare policy and its analysis and to demonstrate this knowledge in class discussions, written assignments, and presentations.

### **IV. REQUIRED TEXT AND MATERIALS**

The materials for this class are available 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. You can access your required materials through the "My Textbooks" tab in Canvas.

*You are automatically opted into the program but can easily opt-out (and back in) via Canvas through the 12<sup>th</sup> class day. If you remain opted-in at the end of the add/drop period (12<sup>th</sup> class day fall/spring, 4<sup>th</sup> class day summer sessions), you will receive a bill through your "What I Owe" page. If you do not pay your bill by the specified deadline, you will lose access to the course materials and your charge will be removed.*

More information about the LTA program is available at <https://www.universitycoop.com/longhorn-textbook-access#undefined>.

- Segal, Elizabeth. (2016). Social welfare policy and social programs: A values perspective (4th edition). Boston, MA: Brooks-Cole Cengage Learning

- Warde, B. (2020). *Inequality in U.S. Social Policy: An historical analysis* (2<sup>nd</sup> edition). New York, NY: Taylor and Francis.

## V. COURSE REQUIREMENTS

Final grades for the course will be determined by the following:

### **Class Participation and Attendance (10 points)**

Students are expected to attend class sessions regularly and to participate in an interactive framework between collegiate students and professor. Students are expected to complete the readings prior to class and should be well prepared to participate in discussions and experiential learning assignments.

Regular and punctual attendance at each in-person class is expected for this course. Students will lose one participation point for every missed class synchronous meeting beyond one missed class unless a student has accommodations approved in advance through University Services for Students with Disabilities. Students are expected to contact the professor by email in a timely manner about absences and alert the professor about late arrivals or early departures. Any student missing more than three synchronous classes in total may be in jeopardy of not passing this course.

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

### **Online Discussion Learning (10 points) – complete individually**

Throughout the semester students will be required to complete a discussion question related to the readings of the week. The discussion question will be assigned on 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 peers' answers in the Discussion Board. Each Discussion Board answer and response will be worth a maximum of 5 points each. **All Discussion board posts are due, at the latest, at 11:59pm on Mondays.**

### **Group Policy Analysis Project (60 points – Parts A-D)**

The policy analysis and action project is designed to provide opportunities to learn more about the legislative process and an important, current policy issue of interest to the student; develop skills in policy analysis and writing and presenting that are critical to the social work profession; and learn more about the roles social workers and others play in the policy process to increase social, economic, environmental, and other forms of justice. **As part of the project, each group will complete the following:**

#### **A. Policy Brief & Advocacy Plan (20 points) – complete with your group**

This assignment is comprised of two parts, a policy brief and advocacy plan to influence social welfare policy. If you chose a traditional written format, you should follow the outlines below. **You may also choose to present your policy brief and advocacy plan in an alternative format, such as a process recording or presentation recording.** Each of the required elements below must still be included in your

final product. Please reach out to me to schedule office hours to review your plan and if you have any questions. Additional assignment details will be posted on Canvas.

**B. Infographic or handout (10 points) – complete with your group**

As part of your overall policy analysis project, you will create an infographic or handout. An infographic is a collection of images, data visualizations (pie charts, bar graphs, etc.) with limited text. The infographic/handout should be informative and easy to understand. Imagine that you would provide this handout to individuals to help educate them on the policy and its implications. Additional assignment details will be posted on Canvas.

**C. Written Mock Legislative/Policy Testimony (15 points) – complete with your group**

You will be expected to present a mock legislative/policy testimony. To prepare for your presentation, write out a mock legislative/policy testimony. You will want to explain the issue, review the bill(s)/policy you have followed, and share your position on the bills/policy, and what you believe should be done and why. Your paper should be 3-5 pages. Additional assignment details will be posted on Canvas.

**D. Mock Legislative/Policy Testimony Presentation (15 points) – complete with your group**

Make a presentation to the class in the form of mock legislative/policy testimony. Use your written mock legislative/policy testimony paper as guidance for your testimony presentation. Each group will have 15 minutes to present their group's testimony. Each member of the group is required to participate in the testimony presentation. Each members' testimony should differ in content shared while still providing a cohesive group testimony. Coordinate your testimony to limit the repetition of the same points. Additional assignment details will be posted on Canvas.

**Opinion Editorial (Op-ed) (20 points) - complete individually**

This assignment is designated as the "common assignment" for this course. Students in all sections of this course are required to complete this assignment, which is used to assess student mastery of competency 5 (Engage in Policy Practice) from CSWE's Educational Policy Accreditation Standards (EPAS).

Each student will write an opinion editorial related to the policy topic chosen by their policy advocacy group.

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 can be a useful tool for advocates to raise awareness about important social welfare policy issues and to promote the need for specific changes in policies at the local, state, national, or global levels. 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 published in newspapers, elected officials and other decision makers, opinion leaders, and a wide range of community members may read them.

Your op-ed should meet the following guidelines as articulated in the Council on Social Work Education's 2022 Educational Policy and Accreditation Standards (EPAS):

Competency 5: “Engage in policy practice”:

- Behavior 5a: Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
- Behavior 5b: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

You should use social justice, anti-racist, and anti-oppressive lenses while crafting your op-ed piece. Your 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 to address the issues that you address in your op-ed.

Class time will be dedicated to teaching students how to write a traditional op-ed piece, and students will be provided resources to assist in the process. Examples will also be provided of editorials and commentaries in electronic formats. Students may submit their editorial in traditional, written form or in video or another 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 probably 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.

Students may choose to submit their op-ed pieces to an appropriate media source for potential publication. If you do, be sure that you check the guidelines for submission, as they vary from publication to publication.

### **Extra Credit – complete individually**

There will be opportunities for students to receive extra credit points throughout the semester. These will often be opportunities for students to attend virtual and in-person events related to class content with a brief reflection paper. Extra credit opportunities will be posted on Canvas throughout the semester.

## **VII. CLASS POLICIES**

### **Compassionate Community Rules** *adopted from Dr. Beth Bukosi’s syllabus*

The learning process can be scary and anxiety provoking especially when discussing emotionally charged topics. Everyone is encouraged to share their perspectives in our learning space. Please be mindful that not everyone will agree on every topic and there may be disagreements shared. I ask that you treat each other with respect and compassion. Please come to class understanding that folks are allowing themselves to be vulnerable in the learning process and we should show kindness towards one another.

### **Professional Conduct**

Your attendance, attention, and participation are expected for all class sessions. Lively class discussion is encouraged. Respectful communication is necessary to the learning environment. Attention includes silencing cell phone ringers and refraining from text messaging and other non-class activities. Students

are also expected to observe professional codes of conduct with regard to confidentiality, dress, language, and other matters and exercise good judgment during class and while working with agencies, organizations, and other entities on assignments for this course.

### **Technology**

You can use technological devices in this course for notetaking and/or supplemental purposes. However, deduction of class participation points may be applied if you are misusing technology (e-mail, social media, etc.) during class. If you have an emergency feel free to step away as needed. When you are next able to communicate about what happened, please let me know if you need anything.

### **Scholastic Dishonesty**

Scholastic dishonesty in any of its forms may result in a report to the Assistant Dean for Master Programs in the School of Social Work, the Dean of the School of Social Work, the Dean of the Graduate School, and/or Student Judicial Services. Students may receive an “F” for the course and other sanctions in accordance with UT Austin policies, including dismissal from the university. Also, see information on UT’s scholastic dishonesty policy at <http://deanofstudents.utexas.edu/sjs/>

### **Course Modifications**

Course modifications may need to be made for various reasons such as weather that may result in cancelled classes. There are always many policy-related events such as conferences and presentations taking place on campus and in Austin and others that can be accessed via social media. We may want to take advantage of some of them, and this may also require modifying the course schedule. Should any modifications be made to the course schedule related to activities, content, assignments, etc., students will be notified in class and/or by e-mail. Other course communications may also be done via e-mail (also see UT’s policy on e-mail below in section VI). Students should check their e-mail frequently, and students who are absent from class should check on announcements made in class during their absence.

### **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 on Canvas. Late assignments will be penalized 5% of the assignment point value for each day late. 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. Email and meetings with the instructor to plan for late assignments are the key to success if a student is encountering barriers to turning in an assignment.

### **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 in terms for the one formal, academic paper in this course. When using information from sources to complete that paper, references and the bibliography should be included. It is recommended to use American Psychological Association (APA) – 7th edition format. Written material should be carefully proofread and errors (punctuation,

typographical, spelling, etc.) corrected prior to submission. I recommend you have at least two different people proofread your papers before formally submitting. You are also encouraged to take your written assignments to the University Writing Center (<https://uwc.utexas.edu/>) for peer review. 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 a more informal style but should use APA citation if referencing specific content.

### Self-Advocacy

I am here to help you! Please do not struggle in silence. Visit me during office hours, send an email, or schedule an appointment. We can brainstorm solutions to issues you may be experiencing and find resources/ways to set you up for success.

### Parents/Guardians & Children

Babies and children of all ages are welcome to join us for class if there is an emergency issue with childcare that arises. If you need to bring your child to class, please step out/mute yourself/turn off your video as needed. Please keep in mind some of the topics discussed in class may be sensitive subjects.

I ask students in the class to be understanding and to create a supportive environment for parents/guardians and to welcome babies and children aka young learners should they need to join us.

### Course Feedback & Evaluations

Throughout the semester, you are encouraged to provide informal feedback about your class experience and coursework. This feedback will be used to adjust the class as needed and applied for future class offerings where relevant. I encourage you to share your feedback regarding how I can improve our shared learning space in anonymous survey opportunities, office hours, or via email throughout the semester.

At the end of the semester, course and instructor evaluations will also be available for students to leave feedback. Please keep in mind that these evaluations are particularly important for instructors' professional careers and serve as materials used for the promotion process. Research shows instructors of color and those identifying as women are rated more severely than their counterparts ([Chavez & Mitchell, 2019](#)).

## VIII. UNIVERSITY POLICIES

### Grading Scale

[No A+]		87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above	A	84.0 to 86.999	B	74.0 to 76.999	C*	64.0 to 66.999	D
90.0 to 93.999	A-	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-

		<i>*minimum to pass course</i>	Below 60.0	F
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**Attendance and Academic Behavior.** At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

**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 Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

**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.

**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.

**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>.

## Steve Hicks School of Social Work Policies

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**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.

**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.

**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 and Mental Health 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.

## **Resources, Prevention of Discrimination, and Safety**

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**Disability Accommodation 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: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

**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.

**Covid-19 Related Information.** The University's policies and practices related to the pandemic may be

accessed at: <https://protect.utexas.edu/>

**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/>.

**Title IX Accommodations for Those Pregnant, Nursing and Parenting.** Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

**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.

**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

<u>Date</u>	<u>Topic</u>	<u>Assignment Due</u>	<u>Readings</u>
17-Jan Week 1	<p><b>Intro to social welfare policy</b></p> <p>Overview of Course</p> <p>What is social welfare policy?</p> <p>Why study social welfare policy?</p> <p>Key populations: Race, ethnicity, gender</p> <p>Policy dilemmas</p> <p>Key concepts and terms</p> <p>Class norms</p>		<p>Segal Ch 1: Social Welfare Policy and Underlying Values</p> <p>Ahenkorah (2020). Safe and Brave Spaces Don't Work (and What You Can Do Instead)</p>
24-Jan Week 2	<p><b>History of social policy development</b></p> <p>Historical Foundation of social welfare</p> <p>Examining race and gender in the development of social policy</p>		<p>Segal Ch 2: Historical Foundations of Social Welfare in America</p> <p>Warde Ch 2: A brief historical overview of social policy development in the United States</p>
31-Jan Week 3	<p><b>Conceptual foundations of social welfare policy</b></p> <p>Forms of social welfare assistance</p> <p>Social Inequality</p>	<i>Discussion Board Due</i>	<p>Segal Ch 3: Conceptual Foundations of Social Welfare Policy</p> <p>Warde Ch 3: Social Inequality</p>

	Examining role of race/ethnicity in policy development		
7-Feb Week 4	<b>Delivery of Social Welfare Policy</b>  The policy process  Motivation for racial equity?  How to write an op-ed?		Segal Ch 4: The Delivery of Social Welfare Service
14-Feb Week 5	<b>Social Justice and civil rights policies</b>  What is policy analysis? Purpose and benefit of policy analysis  How to write a problem statement?	<i>Discussion Board Due 12-Feb</i>	Segal Ch 5: Social Justice and Civil Rights  Segal Ch 6: Analyzing and Researching Social Welfare Services  Warde Ch 4: Theoretical Frameworks
21-Feb Week 6	<b>Social insurance</b>  Education policy and Inequality  Analyzing social welfare policies  Models for policy analysis		Segal Ch 7: Social Insurance  Warde Ch 4: Theoretical Frameworks

28-Feb Week 7	<b>Poverty and economic inequality</b>  Anti-poverty policies  Conflicting values and Beliefs	<i>Policy Briefs and Advocacy Plan Due</i>	Segal Ch 8: Poverty and Economic Inequality  Warde Ch 8: Labor Market Inequality
6-Mar Week 8	<b>Continue poverty and economic inequality</b>  Economic social welfare programs  Labor market and workforce policies	<i>Infographic or Handout Due</i>	Segal Ch 9: Economics: Employment, Budgets, and Taxes  Warde Ch 8: Labor Market Inequality
13-Mar Week 9	<b>Spring Break</b>	<i>Spring Break</i>	Spring Break
20-Mar Week 10	<b>No in person/online class.</b>  Use class day to work on assignments/projects.		None.
27-Mar Week 11	<b>Social Welfare policies and programs affecting children and families</b>	<i>Written Mock Legislative/Policy Testimony Due</i>	Segal Ch 10: Children and Families  Warde Ch 6: Social Welfare Benefits Programs and Social Control  Warde 12: Child Welfare Inequality
3-Apr Week 12	<b>Healthcare policy and programs</b>		Segal Ch 11: Health Care Policy  Warde Ch 9: Health and Health Care Inequality

10-Apr Week 13	<b>Immigration policy</b> <b>Criminal justice policy</b>	<i>Op-ed Due</i>	Warde Ch 5: Immigration  Warde Ch 10: Criminal Justice System Inequality
17-Apr Week 14	<b>Mock Legislative/Policy Testimonies</b>	<i>Mock Legislative/Policy Testimonies Presentation Due</i>	<i>Group 1-3 present</i>
24-Apr Week 15	<b>Mock Legislative/Policy Testimonies (last class)</b>		<i>Groups 4-6 present</i>

## X. BIBLIOGRAPHY

### ONLINE SOURCES FOR LOCATING POLICIES

- <http://academic.udayton.edu/vernelliarandall/>
- <http://thomas.loc.gov/home/thomas.php>
- <http://www.law.cornell.edu/search/index.html>
- [https://www.findlaw.com/state/texaslaw/?DCMP=GOO-LAW\\_General-StatesPhrase&HBX\\_PK=Texas+Constitution](https://www.findlaw.com/state/texaslaw/?DCMP=GOO-LAW_General-StatesPhrase&HBX_PK=Texas+Constitution)
- <https://www.legis.state.tx.us/BillLookup/BillNumber.aspx>

### LEGISLATION (PREVIOUS LAWS)

- <http://thomas.loc.gov/home/bdquery.html>

### EXECUTIVE OFFICE OF THE PRESIDENT

- <http://www.whitehouse.gov/> [www.govtrack.us/congress/bills](http://www.govtrack.us/congress/bills)  
<http://www.senate.gov/> <http://www.house.gov/>
- <http://www.loc.gov/law/help/guide/federal.php>

### LEGISLATION (COPIES OF HISTORICAL LAWS)

- <http://memory.loc.gov/ammem/help/constRedir.html>
- <https://racism.org/search>

### EXAMPLES OF POLICIES

- Americans with Disabilities Act
- Affordable Care Act
- Breast Cancer Treatment Act
- Chinese Exclusion Act 1870
- Civil Rights Act of 1964 Death Penalty

- Defense of Marriage Act
- Don't Ask Don't Tell
- Dream Act
- Equal Rights Act
- Execution of Mentally Disabled
- Fair Labor Standards Act 1938
- Fairness in Drug Sentencing Act
- Fetal Life Act 2013 – Texas
- Fugitive Slave Act
- Genetic Information Disclosure Act 2008
- Hyde Amendment on Abortion
- Immigration Reform Act
- Indian Child Welfare Act
- Indian Removal Act
- Japanese Internment Executive Order
- Lilly Ledbetter Act
- Matthew Shepherd Act
- McKinney Homeless Assistance Act McKinney Housing Act
- Minimum Sentencing Act
- National Labor Relations Act 1935
- Native American Health Act
- Naturalization Act 1790
- New Mexico Abortion in Rape Act
- Parity Act
- Public Housing Act
- Racial Integrity Act – Virginia
- Stand Your Ground- Florida
- Stop and Frisk – New York City
- TANF
- TANF Drug Testing [Texas]
- Title IV E – Sports Equality
- Truman's Executive Order on Desegregation
- The Trust Act
- Unemployment Insurance
- Violence Against Women Act
- Voting Rights Act 1965
- Women in the Armed Services Act
- Women's' Right to Vote 1922 – Constitutional Amendment

## IMPORTANT COURT CASES



- Plessy v Ferguson
- Brown v Board of Ed
- Minor v. Happersett
- US v. Wong Kim Ark
- US v. Brignoni-Ponce
- Loving v Virginia
- Buck v. Bell
- Shelby v. Holder
- National Federation v. Sebelius
- Floyd v. City of New York
- Citizens United
- United States v. Windsor
- Ledbetter v. Goodyear