

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

<b>Course Number:</b>	SW 382R	<b>Instructor:</b>	Monica Faulkner, PhD, LMSW
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<b>Semester:</b>	Summer	<b>Office:</b>	N/A
<b>Meeting Time/Place:</b>	Tuesday & Thursday	<b>Office Phone:</b>	512-471-7191
	1:30pm-4:00pm	<b>Office Hours:</b>	By appointment
	Zoom		

**SW382R: SOCIAL POLICY ANALYSIS & SOCIAL PROBLEMS**

**I. CATALOG DESCRIPTION**

Historical perspective on the development of social welfare institutions, programs, and policies. Students study methods of current policy analysis, evaluation of social problems, and advocacy for policy change. Three lecture hours a week for one semester. Prerequisite: Graduate standing in social work, or graduate standing and consent of instructor or the graduate adviser.

**II. STANDARDIZED COURSE DESCRIPTION**

Using anti-oppressive and antiracist lenses, this course critically examines, from both historical and current perspectives, the overall structure of the American social welfare system. The course also considers the parallel historical development of the social work profession, including the ways in which it has responded to social problems through social welfare policy, advocacy, policy practice, and policy evaluation. Emphasis is placed on the disparate social, economic, environmental, and political barriers experienced by marginalized populations and strategies to address them. A variety of theories and frameworks with an anti-oppressive and antiracist focus will anchor student learning. Students will develop knowledge, values, and skills needed to critically evaluate social policy and advocate for change. Course content also emphasizes the disproportionate impact of policy on individuals, families, groups, organizations, and communities who hold intersecting marginalized social identities and how to engage them in the policy process.

**III. STANDARDIZED COURSE OBJECTIVES**

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

1. Identify, analyze, and critique social policies, policy decision-making, and implementation at the local, state, federal, and global levels that affect individual and community well-being, emphasizing the impact on marginalized populations and relationship to structural barriers that impede access to social services;
2. Develop policy analysis and advocacy skills, such as creation of a policy campaign and a policy brief, that incorporate antiracist and anti-oppressive strategies including collaboration with individual, group, organization, and community stakeholders disproportionately impacted by these policies and systems;
3. Critically evaluate the links between historical and current contexts of power, privilege, racism, and oppression within institutions and the intergenerational impact on marginalized groups with emphasis on social, racial, cultural, economic, technological, organizational, and environmental influences that impact social policy;
4. Analyze, formulate, and advocate for social welfare policies that advance human rights and social, racial, economic, and environmental justice;
5. Through comparison of U.S. social policies and practices to those of other countries using resources such as the Universal Declaration of Human Rights, assess the relative impact of global human rights and social, racial, economic, and environmental justice;

6. Apply the NASW Code of Ethics and frameworks of ethical decision-making, including reflection on one's own positionality, in policy practice including policy analysis and advocacy.

### **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.

The common assignment for this course is an individually conceptualized and written op-ed piece that is part of the major assignment for this course (see course assignments and syllabus appendix for additional information.)

### **IV. TEACHING METHODS**

This course is designed to provide you with a meaningful learning experience that will incorporate diverse perspectives of thought about social welfare policy and its impact on individuals, families, and communities. Required Zoom class sessions will be held on Tuesdays and Thursdays from 1:30-4 p.m. You must have your camera on to facilitate learning.

Because this class has a shortened timeframe due to the summer session, it is imperative to be present and prepared for all classes. It is expected and assumed that you will come to each class having familiarized yourself with the readings prior to class. It is critical that you are prepared to apply materials through class and small group discussions, case studies and other experiential exercises.

You will need to have access to a computer with reliable internet connection to complete this course. This course will use an electronic Canvas site – a Web-based course management system with password-protected access at <http://canvas.utexas.edu/>. It is your responsibility to ensure that your email address is correct on this site so that class emails are received. To reach your class site on Canvas, go to <http://courses.utexas.edu>. You will need a UT EID and password. The Help Desk, available through the UT home page ([www.utexas.edu/its/help/](http://www.utexas.edu/its/help/)), can assist you with your computer, Canvas, and Zoom questions. You can also call them at 512-475-9400.

### **V. REQUIRED TEXT AND MATERIALS**

There is one required textbook for this class. All other content will be available through UT Canvas and/or the UT Library. The required text is:

- Dinitto, D.M. & Johnson, D.H. (2012). *Essentials of social welfare: Politics and public policy*. Boston: Pearson.

You will be given access to electronic less-expensive versions of both the text on our Canvas website through the Longhorn Textbook Access Program (LTA) on or before the first day of class by enrolling in this course. (Click on the "My Textbooks" link in the left-hand column on our course website to access

these texts). The LTA program is OPTIONAL; you may rent or purchase required course materials anywhere; however, you must ACTIVELY OPT-OUT if you do not wish to participate in order to not be billed. Opting out of LTA will disconnect your access to this textbook. If purchasing them elsewhere, be sure you are purchasing exactly the course materials specified on our syllabus. To opt-out, go to Canvas and select “My Textbooks” and then “opt-out.” If you are opted in at the end of the 5th day of class you will be billed for these materials through your “What I Owe” page. You can opt-out and opt-in as many times as you’d like up until the end of the 12th day of class. You have through the 20th day of class to pay your What I Owe bill. If you do not pay your What I Owe bill by that date, your charge will be removed and you will lose access to these texts.

## VI. COURSE REQUIREMENTS

During this course, you will complete 3 memos and a policy portfolio.

**Memos (30% of grade).** You will complete three memos to demonstrate your understanding of course content. Memos are one-page summaries to questions posed by a fictitious supervisor. This assignment is intended to give you practice in writing that more closely resembles the type of writing you would do in a policy practice setting. Each memo has a different prompt. Further instructions are available on Canvas.

**Policy Portfolio (70% of grade).** The purposes of the policy portfolio are: 1) to provide an opportunity to learn more about the legislative process and an important contemporary legislative issue of particular interest to the student; 2) to develop skills in policy analysis, writing, and presenting that are critical to the profession of social work; and 3) to learn more about different roles that social workers and others play in the policy process. **This project is worth 70% of the final grade. It will include (1) a policy brief; 2) proposed legislation; 3) advocacy plan; 4) opinion editorial (op-ed); and 5) a brief (approximately 5 to 8-minute) class presentation in the form of legislative testimony.**

Assignment	Individual or group assignment	Date due/time	Points
<b>Discussion posts</b>			<b>30</b>
Memo #1	Individual	6/21/24 by 11:59pm	10
Memo #2	Individual	6/28/24 by 11:59pm	10
Memo #3	Individual	7/19/24 by 11:59pm	10
<b>Policy Portfolio</b>			<b>70</b>
Semester Plan	Individual	6/13/24 by 4:30pm	5
Policy brief	Pair or group	7/5/24 by 11:59 pm	20
Legislation	Pair or group	7/5/24 by 11:59 pm	5
Advocacy strategy	Pair or group	7/5/24 by 11:59 pm	10
Oped	Individual	7/12/24 by 11:59pm	20
Testimony	Pair or group	7/30/24 by 1:30pm	10
Full Policy Portfolio draft	N/A	7/26/24 by 11:59pm	--
Final drafts of everything	N/A	8/2/24 by 11:59pm	--
<b>Total points</b>			<b>100</b>

## VII. 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

## VIII. CLASS POLICIES

All students are asked to demonstrate professional conduct by following the behaviors listed below.

**Participate actively in class.** Your attendance, attention and participation are expected at every class session. In an online environment, professional conduct includes turning off your email and shutting down programs while class is in session.

**Engage in civil discourse.** Professional conduct includes civility during class discussions where it is expected that colleagues will act with respect and compassion even when there are differences in ideas, opinions and experiences. All students should be afforded the opportunity to be vulnerable in the learning process.

**Take responsibility for your learning.** Whether you learn and grow as a social worker, is ultimately your responsibility. Should you have issues in your life and/or as a student that require accommodations, flexibility, clarification or extra assistance, I will rely on you to approach me to discuss your needs. Please be proactive and arrange a meeting time outside of class.

**Grow as a writer.** Strong writing skills are essential for social workers. Students are expected to produce clear written work utilizing American Psychological Association (APA formatting). To help grow your writing skills, I require you submit drafts for feedback. It is expected that you will incorporate the feedback into subsequent drafts to improve your work.

## IX. UNIVERSITY POLICIES

**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**

**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**

**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.

## X. COURSE SCHEDULE

Week	Date	Topic	Reading	Learning objectives	Assignment Due
1	Th, 6-6	Introduction	Syllabus	<ul style="list-style-type: none"> <li>• Explain how policy impacts social work practice</li> <li>• List course assignments for semester</li> </ul>	
2	Tu, 6-11	Politics & the policy making process  Analyzing social policy	Ch.1,2	<ul style="list-style-type: none"> <li>• Explain the policymaking process</li> <li>• Identify leverage points for advocacy</li> <li>• Understand the importance of budgets as policy</li> </ul>	
3	Th, 6-13	History of social welfare policy	<ul style="list-style-type: none"> <li>• Ch.3</li> <li>• Podcast: Decoding America's Safety Net</li> </ul>	<ul style="list-style-type: none"> <li>• Recall the major historical events related to social welfare policy</li> <li>• Explain the concept of a safety net</li> <li>• Discuss human rights in relation to social policy</li> </ul>	Semester plan- due at end of class
4	Tu, 6-18	Poverty	<ul style="list-style-type: none"> <li>• Ch. 4</li> <li>• Article: Air Conditioning, Cable TV, and an Xbox: What is Poverty in the United States Today?</li> <li>• Documentary: End of Poverty?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand conceptualizations of poverty</li> <li>• Describe how poverty is measured in the U.S.</li> </ul>	
5	Th, 6-20	Social Insurance	<ul style="list-style-type: none"> <li>• Ch. 5</li> <li>• Social Security Admin flyer</li> <li>• Documentary: Can you afford to retire?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how an individual utilizes Social Security</li> <li>• Compare options for Social Security reform</li> </ul>	Memo #1- Should limit services to only those living in poverty? <i>Due Friday, 6/21/24 by 11:59pm</i>
6	Tu, 6-25	Disability	<ul style="list-style-type: none"> <li>• Ch. 6</li> <li>• Video: How ADA changed the built world</li> <li>• Video: Parent Guide to ARD Process (parts 1&amp;2)</li> </ul>	<ul style="list-style-type: none"> <li>• Recall the major areas of protections covered in the Americans with Disabilities Act</li> <li>• Identify disability policies that impact social work practice</li> </ul>	

Week	Date	Topic	Reading	Learning objectives	Assignment Due
			<ul style="list-style-type: none"> <li>• Optional: Documentary-Crip Camp</li> </ul>		
7	Th, 6-27	Healthcare	<ul style="list-style-type: none"> <li>• Ch. 8</li> <li>• Documentary: Sick around the world</li> <li>• Article: The Politics of Health Care: Health Disparities, the Affordable Care Act, and Solutions for Success</li> </ul>	<ul style="list-style-type: none"> <li>• Explain history of healthcare in US</li> <li>• Critique models of healthcare systems</li> <li>• Explain how to access healthcare programs</li> </ul>	Memo #2- Medicaid expansion <i>Due Friday, 6/28/24 by 11:59pm</i>
8	Tu, 7-2	Public Assistance	<ul style="list-style-type: none"> <li>• Ch. 7</li> <li>• Documentary: Ending welfare as we know it</li> <li>• News Story: A 'Forgotten History' Of How The U.S. Government Segregated America</li> <li>• Book chapter: Supplemental Nutrition Assistance Program: Examining the Evidence to Define Benefit Adequacy- Ch. 2</li> </ul>	<ul style="list-style-type: none"> <li>• Describe components of the social safety net available and not available to US citizens</li> <li>• Construct policy ideas to build a safety net</li> </ul>	Policy Brief, legislation & Advocacy plan draft— <i>Due Friday, 7/5/24 by 11:59pm</i>
9	Th, 7-4				
10	Tu, 7-9	Workforce & Education	<ul style="list-style-type: none"> <li>• Ch. 9</li> <li>• Brief: Texas early childhood educators do not earn a living wage</li> <li>• Video: 2021 Roadmap Simulation: Same Family, Different Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Understand workforce and education policies in relation to poverty prevention efforts</li> <li>• Develop policy ideas to increase access to quality child care</li> </ul>	
11	Th, 7-11	Family Policy	<ul style="list-style-type: none"> <li>• Demography of Families: A Review of Patterns and Change</li> <li>• Article: Lineage of family separation</li> <li>• News article: What If Everything You</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate how race and class biases shape family policy</li> <li>• Craft policies that meet the needs of diverse family structures</li> </ul>	Op/ed due <i>Due Friday, 7/12/24 by 11:59pm</i>

Week	Date	Topic	Reading	Learning objectives	Assignment Due
			Knew About Poverty Was Wrong?		
12	Tu, 7-16	Child protection/ family policing	<ul style="list-style-type: none"> <li>• Ch. 10</li> <li>• Policy Brief: Systemically Neglected: How Racism Structures Public Systems to Produce Child Neglect</li> <li>• Video: Fostering tragedy: Experts say system designed to protect children can break up families</li> <li>• Newsclip: The Heartbreaking Story Behind Netflix's Documentary Series The Trials of Gabriel Fernandez</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate how race and class biases shape family policy</li> <li>• Craft policies that meet the needs of diverse family structures</li> </ul>	
13	Th, 7-18	Mental health & substance use, criminal justice	<ul style="list-style-type: none"> <li>• Ch. 10</li> <li>• Ted Talk: The Power of Addiction and The Addiction of Power</li> <li>• Article: Whos using and whos doing time</li> <li>• Article: A brief history of the criminalization of mental illness</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the barriers in accessing mental health and substance use treatment</li> <li>• Articulate how the carceral system impacts individuals and families</li> <li>• Identify policy solutions for improving responses to substance use and mental health needs</li> </ul>	Memo#3- We have been offered funds to do marriage and parenting classes. Should we? <i>Due Friday, 7/19/24 by 11:59pm</i>
14	Tu, 7-23	Topic based on class choice			
15	Th, 7-25	Topic based on class choice			Policy Portfolio complete draft <i>Due Friday, 7/26/24 by 11:59pm</i>
16	Tu, 7-30	Testimony			Testimony
	F, 8-2				All revisions due

## X. BIBLIOGRAPHY

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