

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

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Course Number: SW 382R
Semester: Spring 2025
Unique Number: 61035
Class Location: MEZ 1.212
Class Meeting Time: Tuesdays 5:30-8:30pm

SOCIAL POLICY ANALYSIS AND SOCIAL PROBLEMS

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.

I. 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.

II. 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.

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 12th class day. If you remain opted-in at the end of the add/drop period (12th class day fall/spring, 4th 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/longhornhttps://www.universitycoop.com/longhorn-textbook-access#undefined>.

- Segal, Elizabeth. (2020). Social welfare policy and social programs: A values perspective (4th edition). Boston, MA: Brooks-Cole Cengage Learning

Additional readings and class materials will be assigned and available on Canvas.

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 Sundays.

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.

VI. CLASS POLICIES

Compassionate Community Rules

The learning process can be intimidating and anxiety-inducing, especially when discussing emotionally charged topics. Please come to class understanding that folks are allowing themselves to be vulnerable in the learning process. Our learning space is one where everyone is encouraged to share their perspectives. Let's recognize that not everyone will agree on every issue and differences in opinions will arise. While learning together let's treat each other with respect, kindness, and empathy.

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, and you need to bring them to class. Please step out/mute yourself/turn off your video as needed. Friendly reminder that some of the topics discussed in class may be sensitive subjects. I ask that everyone be understanding, create a supportive environment for parents/guardians, and welcome babies and children aka young learners should they need to join us.

Course Feedback & Evaluations

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

VII. 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

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>.

IX. 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://disability.utexas.edu/>. 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 Advice Line (BCAL). 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 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>.

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.

VIII. COURSE SCHEDULE

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT DUE</u>	<u>READINGS</u>
14-Jan	<p>Overview of course</p> <p>Class norms</p> <p>Intro to social welfare policy</p> <p>What is social welfare policy?</p>		<p>Segal Ch 1: Social Welfare Policy and Underlying Values</p> <p>*Additional readings on Canvas</p>
21-Jan	<p>History of social policy development</p> <p>Historical foundation of social welfare</p>		<p>Segal Ch 2: Historical Foundations of Social Welfare in America</p> <p>*Additional readings on Canvas</p>
28-Jan	<p>Conceptual foundations of social welfare policy</p> <p>Forms of social welfare assistance</p> <p>Social inequality</p>	<p><i>Discussion board due 1/26 by 11:59pm</i></p>	<p>Segal Ch 3: Conceptual Foundations of Social Welfare Policy</p> <p>*Additional readings on Canvas</p>
4-Feb	<p>Delivery of social welfare policy & social justice and civil rights policies</p> <p>The policy process</p> <p>How to write an op-ed</p>	<p><i>Discussion board due 2/2 by 11:59pm</i></p>	<p>Segal Ch 5: The Delivery of Social Welfare Service</p> <p>Segal Ch 6: Social Justice and Civil Rights</p>
11-Feb	<p>Policy analysis and theories</p> <p>Purpose and benefit of policy analysis</p>		<p>Segal Ch 4: Analyzing and Researching Social Welfare Services</p> <p>*Additional readings on Canvas</p>

	How to write a problem statement		
18-Feb	Social insurance Analyzing social welfare policies Models for policy analysis Legislative testimony process		Segal Ch 9: Social Insurance *Additional readings on Canvas Guest speaker: Sean W.
25-Feb	Criminal justice policy	<i>Policy briefs and advocacy plan due</i>	*Additional readings on Canvas Guest speaker: Armando L.
4-Mar	Poverty and economic inequality Anti-poverty policies Conflicting values and Beliefs Economic social welfare programs Labor market and workforce policies	<i>Infographic or handout due</i>	Segal Ch 7: Poverty and Economic Inequality Segal Ch 8: Economics: Employment, Budgets, and Taxes *Additional readings on Canvas Guest speaker: Shruti K.
11-Mar	Children and family policy	<i>Op-ed Due</i>	Segal Ch 11: Children and Families *Additional readings on Canvas Guest speaker: Christina K.
18-Mar	Spring break		Spring Break *Optional readings on Canvas

25-Mar	No in person/online class. Use class day to work on assignments/projects.	<i>Written mock legislative/policy testimony due</i>	None.
1-Apr	Immigration policy		*Additional readings on Canvas Guest speaker: Maria de los Angeles V.
8-Apr	Education policy		*Additional readings on Canvas Guest speaker: Noor K.
15-Apr	Mock legislative/policy testimonies	<i>Mock legislative/policy testimonies presentation due</i>	<i>Group 1-3 present</i> Guest judges: Sarah M., Marcia I., Aneesa N., and additional.
22-Apr	Mock legislative/policy testimonies (last class)		<i>Groups 4-6 present</i> Guest judges: Sarah M., Marcia I., and additional.

IX. 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.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.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