
The University of Texas at Austin
School of Social Work
Social Welfare Programs, Policies, and Issues
SW 323K
Spring 2001

Schedule Days:	Mondays & Wednesday
Meeting Time:	9:30 a.m. – 11:00 a.m.
Meeting Place:	Room 2.116
Unique #:	60320
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Instructor:	Noël Bridget Busch
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Office Hours:	Mondays & Wednesdays 11:00 – Noon Thursdays 2:00 – 3:00 p.m.
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Office Hours:	M & W 8:15 – 9:15 a.m.

Course Description

This course is the second course in the social policy curriculum area required for undergraduate program majors. Prerequisites include Government 310L and 312L (or their equivalents), an introductory economic course, and SW 310 (the first course in the social policy sequence). This course is designed to provide students with the ability to analyze contemporary social welfare policy issues and program and to understand the relationship between social policy and social work practice. The course focuses on the historical, political, economic, and other social conditions that influence policy development in the United States. Specific policy areas discussed are those in which social workers play major role: income maintenance (with a focus on social insurance and public assistance), health, mental health, child welfare, and aging. Policy issues and programs are addressed as they affect majority groups as well as populations at-risk (e.g. people of color, people with disabilities, women, gay men, and lesbians) with a particular emphasis on social and economic justice. Students will learn to use policy analysis tools in order to understand how policy influences practice and planning decisions and how social workers can influence social welfare policy.

SW 323K contains a substantial writing component.

Course Objectives

By the end of the semester, students should be able to:

1. Define social policy from a variety of perspectives;
2. Discuss and interpret the history of the development of social policy and the impact of economic, politics, and social values on policy formation in the United States and the ways that issues of diversity (such as culture, class, gender, physical or mental ability, age) have been addressed;
3. Define key concepts in social welfare policy (e.g. universal, residual, public assistance, social insurance, cash, in-kind);
4. Apply frameworks for evaluating the effects of social welfare policy;
5. Apply frameworks for analyzing the development of social welfare policy;
6. Identify and explain contemporary issue in the development of social welfare policy (e.g., centralized and decentralized policy-making, types of transfers, alternative for addressing social welfare concerns), including values and ethical dilemmas;
7. Discuss issues and apply theoretical frameworks related to the policy areas of income maintenance, health, mental health, child welfare, and aging;
8. Analyze the impact of social welfare policy in terms of social and economic justice (e.g., differential effects on minority groups and particular populations including people of color, people with disabilities, women, gay men, and lesbians; and,
9. Analyze the roles of social workers in the social policy process and the effects of social policies on social work practice.

Teaching Methods

A variety of teaching methods will be used, including informal lectures (in which your questions and comments are invited), class discussion, assigned readings, guest speakers, videos, field trips, field experiences, major legislative analysis and writing projects, and quizzes.

Required Readings

DiNitto, D. (2000). Social welfare: Politics and public policy. (5th ed.). Needham Heights, MA: Allyn and Bacon.

Haynes, K, & Mickelson, J. (2000). Affecting change: Social workers in the political arena. (4th ed.). Needham Heights, MA: Allyn and Bacon.

Other required reading materials will be placed on reserve in the School of Social Work, Learning Resource Center, SSW 1.218.

Course Policies

1. Students are expected to attend **ALL** class meetings, to read **ALL** the assigned readings, and to participate in class discussions. There are no “excused” absences. Students missing more than three (3) class sessions will receive a 5% reduction in their overall course grade. Students missing more than six (6) class sessions may receive an “F” for the course. The instructor may use discretion.
2. Assignments are to be submitted according to the schedule. All late assignments will receive a **five (5) percent penalty per day** (weekend days will be included). All assignments are due at the beginning of the class period—assignments turned in after 9:30 a.m. will be considered late.
3. The Publication Manual of the American Psychological Association (APA) is the style manual to be used for all assignments. Incorrect APA style will result a deduction of points on assignments.
4. Appropriate referencing is required. Failure to use quotation marks for direct quotes or citation for indirect quotations and/or others ideas may result in a “0” for the paper or an “F” for the course.
5. All papers are to be word-processed or typewritten, double-spaced, 10 – 12 point font, and “normal” margins.
6. University policies governing scholastic dishonesty, as presented in the General Information Bulletin and the brochure prepared by Student for Academic Integrity apply in this course. Scholastic dishonesty may result in a report to the Undergraduate Program Director, the Dean of the School of Social Work, and/or the Dean of Students. Students may receive an “F” for the course and other sanctions in accordance with University policies.

Students with Special Learning Needs or Disabilities

Please let me know if you require special accommodations disability. I am interested in this class being a productive learning experience for everybody.

Course Calendar

Day/Date	Topic	Readings	Assignments
Wed—Jan. 17	Introductions & Overview		
Mon—Jan. 22	Introduction to Social Welfare Policy	DiNitto, Chapter 1	
Wed—Jan.24	Continued	Continued	
Mon—Jan. 29	Social Welfare: A History	DiNitto, Chapter 2	
Wed—Jan. 31	Continued	Haynes, Chapters 1 & 2	
Mon—Feb. 5	Values & Politics Policy Models	Haynes, Chapters 3 & 4	
Wed—Feb.7	Influence on Policy	Haynes, Chapter 5	
Mon—Feb. 12	Poverty	DiNitto, Chapter 3	Paper Assignment # 1 Due
Wed—Feb 14			Field Trip #1 LBJ Museum
Mon—Feb. 19		All Previous Readings	Scheduled Quiz # 1
Tuesday—Feb. 20	Legislative Day**		Field Trip # 2 State Legislature
Wed—Feb 21	Social Insurance	DiNitto, Chapter 4	
Mon—Feb. 26	Deserving Poor	DiNitto, Chapter 5	
Wed—Feb. 28	Welfare: TANF	DiNitto, Chapter 6	
Mon—March 5	Hunger	DiNitto, Chapter 7	
Wed—March 7	Health Care	DiNitto, Chapter 8	Paper Assignment # 2 Due
March 12 - 14	Spring Break	No Class	
Mon—March 19	Lobbying & Tools	Haynes, Chapters 6 & 7	
Wed—March 21		All Previous Readings	Scheduled Quiz # 2
Mon—March 26	Bureaucracy & PACs	Haynes, Chapters 8 & 9	
Wed—March 28	Campaign	Haynes, Chapter 10	
Mon—April 2	SW Politicians & As Political	Haynes, Chapters 11 & 12	
Wed—April 4		All Previous Readings	Scheduled Quiz # 3
Mon—April 9	Day Off**	No Class	
Wed—April 11	Poverty Wars	DiNitto, Chapter 9	
Mon—April 16	Day Off**	No Class	
Wed—April 18	Children, Elderly, People with Mental Illness	DiNitto, Chapter 10	Paper Assignment # 3 Due
Mon—April 23	Racism & Sexism	DiNitto, Chapter 11	
Wed—April 25	Implementation & Evaluation	DiNitto, Chapter 12	
Mon—April 30		Discussion of Paper Topics	
Wed—May 2		All Previous Readings	Scheduled Quiz # 4 Final Paper Due

** The Texas Chapter of the National Association of Social Workers will host a social work student day at the Texas Legislature. This year the event is scheduled for February 20th. The cost is \$15 per student. More details will be given in class. This will be one of our scheduled field trips—students must attend the full day in order to receive class credit. Because the field trip is scheduled on a day we do not normally meet, an alternative written assignment will be given for students who cannot attend. The two scheduled days off are Monday, April 16th and April 23rd.

Course Requirements

Student achievement in meeting course objectives will be based on (1) quizzes, (2) legislative analysis project, (3) attendance at committee hearings or full sessions of the Texas House or Senate, and (4) attendance at Legislative Day field trip and LBJ Museum field trip (or an alternative written assignment).

1. **Four (4) scheduled and several unscheduled quizzes** will be given. Each quiz will contain 5 – 20 questions. They will cover assigned readings, class discussions, class lectures, and presentations by guest speakers or during field trips. Students are responsible for all course materials—including during absences. The quizzes may include any or all of the following types of questions: short answers, multiple choice, fill-in-the blanks, true/false, or matching. **NO MAKE-UP QUIZZES WILL BE GIVEN DURING THE SEMESTER. One quiz grade will be dropped.** If you miss a quiz for **ANY** reason, this will be the quiz grade that is dropped. *Unscheduled quizzes may be given throughout the semester, particularly if students are not completing the required readings.*
Scheduled and unscheduled quizzes will make up 40% of the overall course grade.
2. **The Legislative Analysis Paper** will make up 60% of the student's overall course grade. The paper will be submitted in four (4) parts. A full description and outline of the assignment is attached.
3. **Attendance at Texas Legislature and Field Trips.** Students will be expected to attend at least one committee hearing or full session of the House or Senate related to the bill that you have selected. You must compete and turn in documentation about the meeting that you attended. Documentation should include date, time, name of the committee or session, committee chair and members, a short discussion about bill including the disposition, and any discussion or action taken. **Failure to attend a meeting will result in a ten-point final grade reduction.**
Two field trips are scheduled for the semester (additional field trips may be arranged and will be announced in class). Students will be expected to attend the field trip to the LBJ Museum tentatively

scheduled for February 14, 2001. No alternative assignment is given for this field trip. The second field trip is scheduled on February 20, 2001, which is not a regularly scheduled class meeting. Students who are unable to attend the NASW Student Legislative Day will be given an alternative written assignment. An outline will be distributed in class. **Missing a scheduled field trip or not completing the alternative assignment will result in a reducing the final grade by 5 points each.**

Grading Scale

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
59 and below	F

Legislative Analysis Project

Objectives of the Assignment

The legislative analysis project is intended to provide each student an opportunity to analyze an important contemporary legislative issue of particular interest to her or him, to develop skill in policy analysis and writing, and to fulfill the requirements of the substantial writing component of this course. This project represents 60% of the final course grade.

Overview & Helpful Hints

Getting started is often the most difficult part. The project will involve selecting social welfare policy bill introduced in the 77th Session of the Texas legislature. Suggested topics will be discussed in class. Students may meet with the instructor or teaching assistant to discuss topics and plans for research. Bill topics may include child welfare, health care, public assistance, mental health services, services to people with developmental disabilities, again, and other social welfare policy issues.

Students should identify legislators, organizations, groups, and committees that have worked on or are currently working on the policy issues of interest. Students are encouraged to work with groups, organization, or committees involved in the issue. Student should investigate the legislative history of the issue, become familiar with the bill and related proposals to new legislation or modify existing legislation, seek the opinions of those with various views on the issue, and determine which groups and individuals (such as legislators, professional groups, citizens advocacy groups) are supportive of, opposed to, or neutral on the issue. **It is important to understand the rationale or reason given, pro and con, by those who support and those who oppose the bill.**

It may help you to approach this project as if you were a legislative aide working for a state legislator, or a policy analyst in a social welfare agency (governmental or private) or in an advocacy organization concerned about social welfare policy (such as the National Association of Social Workers or a human service coalition). Another option is to approach this project as if you were a staff member of a legislative committee and you have been assigned to prepare a report to familiarize committee members with the issue.

The policy analysis should be a balanced, unbiased, critical evaluation of the policy issue or proposal, presenting accurately and fairly the positions of the proponents and opponents. No matter how strongly you feel about the policy issue, you are presenting an objective analysis—the policy makers make the policy decision with benefit of your analysis. Do not be misleading.

Four (4) Assignments for Completing the Project

Assignment #1

The first step in completing the legislative analysis project is to prepare a 1 – 2 page proposal covering the proposed topic of your paper and your plans for analyzing the issue. Your proposal is due at the beginning of class on Monday, February 12, 2001. You will receive a grade that constitutes 10% of the project's overall grade. This proposal should include the following information:

- A brief statement of the bill to be analyze
- Why does it interest you?
- An outline of how you will complete the policy analysis
 - What information you will gather and from what sources (the Internet should be one source—give related organizational websites)?
 - What strategies will you use to gather the information?
 - To whom will you speak about the issue or topic?
 - In what role will you imagine yourself in completing the paper (legislative aide, policy analyst, citizen advocate, member of the legislative committee, etc.)?

Assignment # 2

The second step in completing the project is to complete the first half of your paper. This portion should cover point 1, 2, 3, 4, 5 and 9 (preliminary) of the outline below. You will be expanding and rewriting these sections in subsequent assignments 3 and 4. Part one should be approximately 8 – 10 pages in length, excluding reference and appendices. It is due at the beginning of class on Wednesday, March 7, 2001. You will receive a grade that constitutes 30% of the overall project grade.

Assignment # 3

The third step in completing the project is to complete the second half of your paper. This portion should cover points 6, 7, 8, 9, and 10 of the outline below. It must also include a rewritten section from assignment # 2. **You must submit your first draft of assignment # 2 in order to get any credit on this rewritten portion.** This section should also be approximately 10 – 12 pages in length, excluding references and appendices. It is due at the beginning of class on April 18, 2001. You will receive a grade on assignment # 3 that constitutes 30% of the project's overall grade and a grade for rewriting assignment # 2 that constitutes 20% of the overall project grade.

Assignment # 4

The final step in completing the project is to submit a complete and revised, rewritten product. You should incorporate all the feedback given in previous

drafts to complete this assignment. **You must submit your draft from assignment # 2 and # 3 to get any credit on this portion.** This final assignment constitutes 10% of the overall project grade. Your final project is due on Wednesday, May 2, 2001.

Format for the Legislative Analysis Paper

The legislative analysis project report should follow the format described below:

1. Introduction
 - Brief introduction to the bill stating the importance of the issue(s) addressed by the bill for the development of social welfare policy in Texas

2. Problem Identification
 - Description of the problem(s) that necessitated the policy
 - What is the nature of the problem or problems?
 - How widespread is/are the problem(s)?
 - How many people are affected by the problem(s)?
 - Who is affected and in what ways?
 - What are the known or suspected causes of the problem(s)?
 - In what ways will the bill address the problem(s)?

3. History of the Bill
 - What is the legislative history of the bill in Texas?
 - How has the policy reflected in the bill changed in Texas over time/been previously handled?
 - What critical events led to the creation of the bill?
 - What are the policies in other states, nationally, and other countries regarding the issues or problems reflected in the bill?

4. Description of the Policy
 - How is/are the policy/ies reflected by the bill intended to work?
 - What resources or opportunities is/are the policy/ies expected to provide (e.g. economic opportunity, cash, in-kind services, education, etc.)
 - Who will be covered by the policy/ies and how—i.e., selective entitlement, universal entitlement, means testing, other?
 - How will the policy or policies be implemented?
 - What are the intended short-term and long-term goals and intended outcomes of the bill?
 - Under what administrative auspices will the bill be implemented?
 - What funding will be needed and what sources of funds will be used?
 - What provisions are made for overseeing, evaluating, and coordinating implementation of the bill?

- What criteria will be used in determining the effectiveness of the policy outcomes reflected by the bill?
- How long is/are the policy/ies reflected by the bill expected to be in existence—is there a specific requirement for review and continuation?
- On what knowledge base or scientific grounding, if any, does the policy rest?

5. Identification of Stakeholders

- Description of individuals and groups concerned about the policy issue reflected by the bill and their positions on the issue
- This section **MUST** include information from interviews with relevant individuals (elected officials, legislative aides, members of citizens' or advocacy groups, human service providers, and others)
- Content from interviews should be incorporated in the analysis and cited correctly in the references
- Integrate the perspectives of these groups/individuals in your discussion in sections 6 and 7

6. Movement on Bill

- Discussion about how the bill moved through the legislative session
- Was the bill modified in any way; what compromises were reached and why?
- Who were the proponents and opponents of the bill? What roles did they play as the bill moved through the legislature?
- What was the outcome of the bill and why?

7. Policy Analysis

This is the heart of the paper. You must use one of the models of policy analysis studied in this class.

- Are the goals, purposes, and objectives of the policy/ies reflected by the bill attainable?
- What value premises or ideological assumption underlie the policy or policies reflected by the bill? How is the target population viewed in the context of the policy? What social vision does the policy contain? In who's best interest is the policy?
- Are the goals of the policy just and democratic? Do they contribute to greater social equality?
- Do the goals of the policy positively affect the redistribution of income, resources, rights, entitlement, rewards, opportunities, and status?
- Do the goals of the policy contribute to a better quality of life for target population or will they adversely affect the quality of life of the target population?
- Does the policy contribute to positive social relations between the target population and the overall society?

- Are the goals of the policy consistent with the values of the social work profession (e.g. social and economic justice, self-determination, client rights, self realization, empowerment)?

8. Conclusions

- Based on objective analysis, what are your conclusions about the bill?
- Are the goals politically feasible, i.e. is there sufficient support to sustain the legislation's implementation?
- Is public sentiment favorable toward the goals?
- Are the goals economically feasible—is/was there sufficient support to sustain the legislation's passage/implementation and is it likely that funding is available/will be continued as needed in the future?
- Are there alternative policies that might better achieve the goals?
- Is/are the policy/ies reflected by the bill important enough to justify the expenditure of limited resources?
- Is the policy congruent with the social work profession?

9. Recommendations

- What are your recommendations regarding the bill?
- Do you recommend it as it is currently stated?
- Would you suggest modification? If so, what might you suggest to improve the passage/implementation of the bill?
- What should the social work profession's role be at this point in regard to this legislation? What do you specifically suggest that social workers do in relation to this bill?

10. References and Appendices

- The paper must include at least 10 references, including at least two obtained through the Internet and three from personal interviews.
- You may include a several references from popular literature or newspapers, but you must also include several scholarly empirical references.

Policy Analysis Evaluation Criteria

Each criteria will have a 25% weight distribution.

1. **Completeness and thoroughness.** How fully have the policy problem and related issues been addressed? Has the writer sufficiently researched the issue using legislative and library resources, interviews and other means to gain differing perspectives and thorough knowledge of the issue? Does the report give the reader the clear impression that the major questions have been considered? Are all-important issues addressed? Has the writer presented

issues in a way that can be understood by the reader unfamiliar with the issue, as well as someone who is knowledgeable about the issue?

2. **Organization and Clarity.** Is the paper organized and written in a logical manner? Are there appropriate transitions between sentences, paragraphs, and sections? Have topical, descriptive headings been used for sections? Are the sentence structure, syntax, and grammar correct? Has the work been carefully edited and proofread with attention to spelling, punctuation, and word choice?
3. **Referencing.** Are there a sufficient number of references? Has referencing been done appropriately and according to the style of the American Psychological Association (4th ed.) manual? Are the references appropriately integrated with the text?
4. **Originality and Creativity.** Has the writer use her/his analytical skills in a way that indicates more than restatements of what other have said about the issue? Has the writer compare and contrasted the various views on the subject in ways that show that she or he understands the issue(s)? Has the writer suggested relevant points that have not been addressed by others? Are the writer's conclusions and recommendation well developed and supported?