

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

Course Number:	SW 323K	Semester	Spring 1999
Unique Number:	58200	Meeting Time: Meeting Place:	M & W, 9:30-11:00am SSW 2.118
Instructor	Diana DiNitto	Office Number: Office Phone: E Mail: Office Hours:	SSW 3.130B 471-9227 ddinitto@mail.utexas.edu M, 11:00-11:30am & 4:00-5:00pm; W, 11:00am-12:30pm; other times by appointment
Teaching Assistant	Karen Gray	Office Number: Phone: E Mail: Office Hours:	SSW 3.112 385-8064 kgray@mail.utexas.edu M, W 8:00-9:30am

SOCIAL WELFARE PROGRAMS, POLICIES, AND ISSUES

Note: SW N 323K contains a substantial writing component.

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 economics 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 programs and to understand the relationship between social policy and social work practice. The course focuses on the historical, political, economic, and other social conditions which influence policy development in the United States. Specific policy areas discussed are those in which social workers play major roles: 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.

Course Objectives

By the end of the course, 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 economics, 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 analyzing the development of social welfare policy;
5. Apply frameworks for evaluating the effects of social welfare policy;
6. Identify and explain contemporary issues in the development of social welfare policy (e.g., centralized and decentralized policy-making, types of transfers, alternatives 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 (i.e., 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 discussions, assigned readings, guest speakers, major legislative analysis and writing project, and quizzes.

Required Readings

DiNitto, D. (1995). Social welfare: Politics and public policy, 4th ed. Needham Heights, MA: Allyn and Bacon.

Haynes, K., & Mickelson, J. (1997). Affecting change: Social workers in the political arena. 3rd ed. New York: Longman.

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

Course Requirements (CRITERIA FOR PERFORMANCE EVALUATION)

Student achievement in meeting course objectives will be based on (1) quizzes, (2) a legislative analysis project, (3) attendance at committee hearings or full sessions of the Texas House or Senate, and (4) self-monitored class attendance.

1. **Quizzes** Six quizzes will be given. The lowest quiz grade will be dropped. The average of the 5 remaining quizzes will count as 25% of the final grade. Each quiz will contain 10 to 20 questions. They will cover assigned readings, class discussions, class lectures, and presentations by guest speakers. The quizzes may include any or all of the following types of questions: short answer, multiple choice, fill-in-the-blanks, true/false, or matching. **No**

make-up quizzes will be given unless a serious illness or emergency results in a student missing **more than one** quiz. In other words, (1) if you miss one quiz due to illness, an emergency, or any other reason, no make-up test is given because the lowest quiz grade is dropped for every student; (2) if you miss a quiz without a valid excuse (illness or emergency) **and** have an illness or other emergency that results in missing another quiz, you will have two quiz grades of zero. Quiz dates are the following Mondays: Feb. 1, Feb. 15, Mar. 1, Mar. 29, Apr. 12, and Apr. 26. Quizzes include the material covered in the previous class sessions.

2. **Legislative Analysis Project** 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. The project represents 75% of the final grade. Getting started on this term project is often the most difficult part. The project will involve selecting a social welfare policy bill introduced in the 76th 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, aging, 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 issue of interest. Students are encouraged to work with groups, organizations, or committees involved in the issue. Students should investigate the legislative history of the issue, become familiar with the bill and related proposals to introduce 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 state legislators, professional groups, citizen advocacy groups) are supportive of, opposed to, or neutral on the issue. **IT IS IMPORTANT TO UNDERSTAND THE RATIONALE OR REASONS GIVEN, PRO AND CON, BY THOSE WHO SUPPORT AND THOSE WHO OPPOSE THE BILL.** Students may work in groups to gather information, but **EACH STUDENT MUST COMPOSE INDEPENDENTLY HER/HIS PROJECT PAPER ANALYZING THE POLICY ISSUE AND PRESENTING CONCLUSIONS AND RECOMMENDATIONS.**

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 services coalition). Another option is to approach the 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 project paper should cover the following topics:

- (a) **A brief introduction to the bill stating the importance of the policy issue** contained in the bill for the development of social welfare policy in Texas. The introduction should also include a brief statement of what you intend to accomplish in your paper.
- (b) **A description of the problem/issue** that necessitated or preceded the bill. What is the nature of the problem? How widespread is the problem? How many people are affected by the problem? Who (everyone? the poor? particular age groups?) is affected and how? What are the known or suspected causes of the problem? How will (or does) the policy address the problem?
- (c) **The historical background of the bill.** What are the historical antecedents of the bill or policy? How important has this problem been historically? How has the problem been handled previously? What is the legislative history of the bill or policy in Texas? How has the policy response changed in Texas over time? What recent events led to the creation of the

proposed policy? When and how did the most recently proposed policy originate in Texas? What are the policies in other states and other countries regarding the problem?

- (d) **A thorough description of the policy.** How is the policy intended to work? What resources or opportunities is the policy expected to provide — e.g., economic opportunity, cash, in-kind services, redistribution of goods and services, empowerment, status, preventive services, education, others? Who will be covered by the policy and how — i.e., selective entitlement, universal entitlement, means testing, other? How will the policy be implemented? What are the intended short- and long-term goals and intended outcomes of the policy? Under what administrative auspices will the policy be developed and implemented? What funding will be needed? What provisions are made for overseeing, evaluating, and coordinating policy implementation? What criteria will be used in determining the effectiveness of the policy outcomes? How long is the policy expected to be in existence — i.e., is there a specific requirement for review and continuation? On what knowledge base or scientific grounding, if any, does the policy rest? Is there empirical evidence that the policy may achieve its intended result?
- (e) **Identification of individuals and groups concerned about the policy issue and their positions on the matter.** Each student should interview concerned individuals (including elected officials, legislative assistants, members of citizens' or advocacy groups, human service providers, consumer groups, and others) and is encouraged to attend meetings of organizations, agencies, and committees where the issue is discussed. Information gleaned from these activities should be incorporated in the analysis section of paper (see point f below) and cited correctly in the references. Do not simply list the individuals and groups concerned and their positions.
- (f) **An analysis of the policy. This is the heart of the paper. THIS SECTION MUST BE ORGANIZED USING A MODEL OF POLICY ANALYSIS STUDIED IN CLASS.** Be sure to provide a brief description of the model since policymakers cannot be assumed to be familiar with it. Address issues such as whether the goals, purposes, and objectives of the policy are attainable. What value premises or ideological assumptions underlie the policy? Are the goals just and democratic? Do they enhance social and economic justice? Do the goals contribute to a better quality of life for the target population, or do they adversely affect the quality of life for the target or other groups? Are the goals consistent with the values of professional social work (i.e., social and economic justice, self-determination, client rights, self-realization, empowerment, others)? Remember that the analysis should drive the way you use the model. The analysis should not be forced to fit the model. Depending on the bill and issue you have chosen, you may wish to rely on particular parts of the model and not others.
- (g) **Your conclusions.** Based on your objective analysis, what conclusions do you reach about the proposed policy? Are the goals **politically feasible** — i.e., is there sufficient support to pass the proposed legislation or to sustain its implementation? Is public sentiment favorable toward the goals? Are the goals of the proposed policy **economically feasible** — i.e., is there sufficient funding available for the successful implementation of the policy and is it likely that funding will be continued as needed in the future? Are the goals **administratively feasible** — i.e., are there responsible administrative agencies capable of effectively implementing the policy to achieve its stated goals? Are there alternative policies that might better achieve the goals? Is the policy important enough to justify the expenditure of scarce resources?
- (h) **Your recommendations.** What are your recommendations regarding the proposed policy? Do you recommend it as it is currently stated? Would you suggest modifications? How would you improve it?

- (i) **Ten or more scholarly bibliographic references and three or more personal/interview references correctly cited.** Include both theoretical and empirical scholarly references and be careful about dubious sources of information (e.g., nonscholarly references on the Internet). You may include references from the popular literature (newspapers, magazines) but these do not substitute for citations to scholarly work.

NOTE: 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 THE BENEFIT OF YOUR ANALYSIS. DO NOT MISLEAD THEM.

A one- or two-page typewritten or word-processed proposal covering the proposed topic of your paper and your plans for analyzing the issue is due no later than 9:30 a.m. February 3. The project will be written in two parts. Part 1 should cover points a, b, c, d, and i (preliminary) above. Organize the material as you see fit to develop a thorough and well written product. **Part 1 should be 5-6 pages** long exclusive of bibliographic references and appendices. **It is due at 9:30 a.m. Mar. 3** and will be returned to you on Mar. 8 with written comments and a suggested grade thus far. Opportunity will be provided for a conference with the instructor or teaching assistant where needed or requested. **Part 1 should be revised and resubmitted with your draft of Part 2 at 9:30 a.m. Apr. 7.** Part 2 should cover points e, f, g, h, and i. It should be 10 to 12 pages long exclusive of bibliographic references and appendices. It will be returned with comments and a suggested grade on Apr. 12. Opportunity will be provided for a conference with the instructor or teaching assistant as needed. **Revise and resubmit your paper in final form no later than 9:30 a.m. May 5.** University requirements mandate that written work in courses with a substantial writing component constitute more than half the final course grade. **Your final grade on the Legislative Analysis Project constitutes 75% of the final grade for this course.**

Legislative analysis project papers will be graded according to the following criteria:

- (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 a reader unfamiliar with the issue, as well as someone who is knowledgeable about the issue?
MAXIMUM POINTS = 25
- (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?
MAXIMUM POINTS = 25
- (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 Edition) manual? Are the references appropriately integrated with the text?
MAXIMUM POINTS = 25

- (4) **ORIGINALITY AND CREATIVITY.** Has the writer used her/his analytical skills in a way that indicates more than a restatement of what others have said about the issue? Has the writer compared and contrasted the various views on the subject in ways that show that he or she understands the issue(s)? Has the writer suggested relevant points that have not been addressed by others? Are the writer's conclusions and recommendations well developed and supported?
 MAXIMUM POINTS = 25
3. **Attendance at meetings of the Texas legislature (committee meetings or full sessions of the House or Senate)** You are required to attend at least one legislative meeting related to the bill you have selected or another meeting of interest to you. **Ten points will be subtracted from your final course grade for failure to complete this part of the assignment.** Complete the attendance sheet at the end of the syllabus and return it with your final submission of the Legislative Analysis Project.
4. **Class attendance** Your attendance and participation in class are important. On the form provided, you will note whether or not you attended each class. Submit this sheet on the last day of class. Although you are expected to attend all classes, **five points will be subtracted from your course grade for each absence over two for the term.** Don't forget to complete the attendance sheet at the end of the syllabus and return it with your final submission of the Legislative Analysis Project. If the sheet is not submitted, no course grade will be assigned.

All grades will be determined as follows:

GRADING SCALE FOR
 QUIZZES AND CLASS PROJECT

FINAL GRADE

90–100	A	Quiz average	25%
80–89	B	Legislative Analysis Project	75%
70–79	C	Less absences and failure	
60–69	D	to attend legislative meetings	
59 and below	F	Total	<hr/> 100%

Class Policies

1. Students are expected to attend **all** classes, to do **all** the assigned readings, and to participate in class discussions.
2. Assignments are to be submitted **according to schedule**. An exception is made only in the event of a serious, unforeseen emergency. Should such an emergency occur, notify the instructor as soon as reasonably possible. Late assignments may be submitted, but a **5 point penalty per day** will be subtracted from the grade for that assignment. The 5-point penalty also applies to written assignments submitted after 9:30 a.m. on the due date (i.e., there is an additional 5 point penalty for not submitting the assignment at the time due) and to weekends as well as weekdays. It also applies to your proposal; five points per day will be subtracted from your grade for Part 1 for each day the proposal is late, including a 5-point penalty for those submitted after 9:30 a.m. on the due date.
3. The Publication Manual of the American Psychological Association is the style manual to be used by all students. A brief summary handout on this manual will be distributed in class. The complete manual is available in the Learning Resource Center (SSW 1.218).

4. **Appropriate referencing is required on all written assignments. Failure to use quotation marks for short, direct quotes and indentations for longer, direct quotes with appropriate citations, as well as failure to provide appropriate citations for indirect quotations, may result in a grade of zero for the paper or an F in the course.** Also, be sure to cite secondary references as such. If you do not know how to reference a paper, please learn **before** you submit Part 1.
5. All papers are to be word-processed or typewritten and double-spaced.
6. University policies governing scholastic dishonesty, as presented in the General Information Bulletin and the brochure prepared by Students 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.

Evaluation of Instructor

At mid-term you will have an opportunity to evaluate the instructor using a form she has created. At the end of the term you will have an opportunity to evaluate the instructor using the official Course Instructor Survey of the School of Social Work at the University of Texas at Austin. The instructor is also available throughout the term to discuss your comments about the course.

I look forward to a productive term.

Course Schedule

Date	Description	Text/Readings
Class 1 W, Jan. 20	Overview of course: Is it worth studying social welfare policy?	
Class 2 M, Jan. 25	What is social welfare policy and is social welfare policy rational?	DiNitto, Ch. 1, "Politics, Rationalism, and Social Welfare" Haynes & Mickelson, Ch. 2, "The Debate"; Ch. 3, "Social Work Values versus Politics"
Class 3 W, Jan. 27	Surfing the net for legislative information	Haynes & Mickelson, Ch. 1, "The Emergence of a Social Work Polity"

Class 4 M, Feb. 1	Can government solve social welfare problems? The federal response to social welfare QUIZ 1	DiNitto, Ch. 2, "Government and Social Welfare"
Class 5 W, Feb. 3	Why didn't child protective services save Elisa Izquierdo? An international perspective on child protection LEGISLATIVE ANALYSIS PROJECT PROPOSAL DUE	DiNitto, Ch. 10, "Providing Social Services: Help for Children, the Elderly, and People with Mental Illness," pp. 327-344
Class 6 M, Feb. 8	Why doesn't the United States have universal health insurance?	DiNitto, Ch. 8, "Improving Health Care: Treating the Nation's Ills"
Class 7 W, Feb 10	Health policy: Trends, problems, and possible solutions	DiNitto, Ch. 8 (con't)
Class 8 M, Feb. 15	Students' choice: A session on professional writing skills or use of library resources for the Legislative Analysis Project QUIZ 2	Identify reference materials for your Legislative Analysis Project
Class 9 W, Feb. 17	Is there real poverty in the United States?	DiNitto, Ch. 3, "Defining Poverty: Where to Begin?," pp. 67-94
Class 10 M, Feb. 22	Student day in the legislature	Haynes & Mickelson, Ch. 4, "Policy Models for Political Advocacy"; Ch. 5, "The Practitioner's Influence on Policy"
Class 11 W, Feb. 24	Will privatization save Social Security?	DiNitto, Ch. 4, "Preventing Poverty: The Social Insurance Programs"

Class 12 M, Mar. 1	Four strategies for inclusion QUIZ 3	DiNitto, Ch. 5, “Helping the Deserving Poor: Aged, Blind, and Disabled”
Class 13 W, Mar. 3	Who is the enemy in the war on drugs? DRAFT OF PART 1 OF LEGISLATIVE ANALYSIS PROJECT DUE	DiNitto, Ch. 10, “Providing Social Services: Help for Children, the Elderly, and People with Mental Illness,” pp. 317-318
Class 14 M, Mar. 8	Has welfare as we know it ended? PART 1 OF LEGISLATIVE ANALYSIS PROJECT RETURNED	DiNitto, Ch. 6, “Assisting Poor Families: Aid to Families with Dependent Children”
Class 15 W, Mar. 10	The state of welfare reform in Texas	Center on Hunger and Poverty. (1998). <u>Are States Improving the Lives of Poor Families?: A Scale Measure of State Welfare Policies.</u> Medford, MA: Tufts University, 1998 (in LRC).
Week of March 15	Spring Break	Have fun!
Class 16 M, Mar. 22	A new paradigm for ending poverty and degradation: Are conservatism and religion the answers?	DiNitto, Ch. 3, “Defining Poverty: Where to Begin,” pp. 94-98
Class 17 W, Mar. 24	From deinstitutionalization to recriminalization: Why are so many people with severe mental illness in jail?	DiNitto, Ch. 10, “Providing Social Services: Help for Children, the Elderly, and People with Mental Illness,” pp. 311-317
Class 18 M, Mar. 29	From food stamps to EBT QUIZ 4	DiNitto, Ch. 7, “Fighting Hunger: Nutrition Policy and Programs in the United States”

Class 19 W, Mar. 31	How to influence social welfare policy	Haynes & Mickelson, Ch. 6, “Influence Through Lobbying”; Ch. 7, “Influence Through Organizing Others”; Ch. 9, “Political Action Committees”
Class 20 M., Apr. 5	Models of policy analysis	Gilbert, N., & Terrell, P. (1997). <u>Dimensions of Social Welfare Policy</u> , 4th ed. Boston: Allyn and Bacon, Ch. 3 (in LRC).
Class 21 W, Apr. 7	Work not welfare: Changing paradigms in the poverty wars REVISION OF PART 1 AND DRAFT OF PART 2 OF LEGISLATIVE ANALYSIS PROJECT DUE	DiNitto, Ch. 9, “Warring on Poverty: Victories, Defeats, and Stalemates”
Class 22 M, Apr. 12	Aging baby boomers and social services QUIZ 5 LEGISLATIVE ANALYSIS PROJECT RETURNED	DiNitto, Ch. 10, “Providing Social Services: Help for Children, the Elderly, and People with Mental Illness,” pp. 307-311 & 335-339
Class 23 W, Apr. 14	Interview and committee hearing day	Identify additional resources for Legislative Analysis Project
Class 24 M, Apr. 19	An end to affirmative action or what does Hopwood mean for Texas?	DiNitto, Ch. 11, “Challenging social welfare: Racism and sexism,” pp. 368-393
Class 25 W, Apr. 21	Can social welfare policy protect women?	DiNitto, Ch. 11, “Challenging social welfare: Racism and sexism,” pp. 345-365
Class 26 M, Apr. 26	Is “don’t ask, don’t tell” sufficient for the gay rights agenda? QUIZ 6	DiNitto, Ch. 11, “Challenging social welfare: Racism and sexism,” pp. 365-368

Class 27 W, Apr. 28	Why would anybody run for office today? Guest speaker	Haynes & Mickelson; Ch. 10 “The Campaign”; Ch. 11 “Social Workers as Politicians”
Class 28 M, May 3	Social work’s roles in implementing and evaluating social welfare policy	DiNitto, Ch. 12, “Implementing and Evaluating Social Welfare Policy: What Happens After a Law Is Passed?”
Class 29 W, May 5	STUDENT PAPER EXCHANGE FINAL SUBMISSION OF ENTIRE LEGISLATIVE ANALYSIS PROJECT DUE COURSE INSTRUCTOR SURVEY	Haynes & Mickelson, Ch. 12, “Some Final Words on Being an Advocate”

Bibliography

- Costin, L. B., Karger, H. J., & Stoesz, D. (1996). The politics of child abuse in America. New York: Oxford University Press.
- Funciello, T. (1993). Tyranny of kindness: Dismantling the welfare system to prevent poverty in America. New York: Atlantic Monthly Press.
- Gilbert, N., & Terrell, P. (1998). Dimensions of social welfare policy (4th ed.). Boston: Allyn and Bacon.
- Jansson, B. (1997). The reluctant welfare state: A history of American social welfare policies (3rd ed.) Pacific Grove, CA: Brooks/Cole Publishing Co.
- Jansson, B. (1994). Social policy from theory to policy practice (2nd ed.). Pacific Grove, CA: Brooks/Cole Publishing Co.
- Karger, H. & Stoesz, D. (1998). American social welfare policy: A pluralist approach (4th ed.). New York: Longman.
- Leiby, J. (1978). A history of social welfare and social work in the United States. New York: Columbia University Press.
- Marshall, T. H. (1965). Social policy. London: Hutchinson University Library.
- Mead, L. M. (1986). Beyond entitlement: The social obligations of citizenship. New York: Free Press.
- Mead, L. M. (1992). The new politics of poverty: The non working poor in America. New York: Basic Books.
- Mead, L. M. (1997). The new paternalism: Supervisory approaches to poverty. Washington, DC: Brookings Institution.
- Moroney, R. (1991). Social policy and social work: Critical essays on the welfare state. Hawthorne, NY: Aldine de Gruyter.
- National Association of Social Workers (1995). Encyclopedia of social work (19th ed.). Washington, DC: NASW Press. Also see supplement and CD Rom updates.

See especially articles on: Social welfare policy; social welfare history; advocacy; policy analysis; policy practice; poverty; aging — public policy and trends; African Americans overview; aid to families with dependent children; child abuse and neglect; child welfare overview; deinstitutionalization; domestic violence; employment and unemployment measurement; ethics and values; families — demographic shifts; federal social legislation from 1961-1994; gay men overview; Hispanics overview; homeless families; homelessness; housing; hunger, nutrition and food programs; income distribution; income security

overview; jobs and earnings; JOBS program; lesbians overview; long-term care; mental health overview; migrant workers; organizations — context for social services delivery; public social services; public social welfare expenditures; retirement and pension programs; social justice in social agencies; Social Security; social workers in politics; Supplemental Security Income; unemployment compensation and workers' compensation; welfare employment programs — evaluation; women and health care; women in social policy; and **topics specifically related to your policy issue.**

Olasky, M. N. (1992). The tragedy of American compassion. Washington, DC: Regnery Gateway.

Olasky, M. N. (1996). Renewing American compassion. New York: Free Press.

Shorr, L. B. (1997). Common Purpose: Strengthening families and neighborhoods to rebuild America. New York: Anchor Books Doubleday.

Vickers, G. (1965). The art of judgment: A study of policy making. London: Chapman & Hall.

Wildavsky, A. (1988). The new politics of the budgetary process. Glenview, IL: Scott, Foresman.

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

SPRING 1999 SW N 323K D. DINITTO

THE UN-ATTENDANCE SHEET

STUDENT'S NAME: _____

PLACE AN X IN THE "DID NOT ATTEND" COLUMN FOR ANY CLASS WHICH YOU MISSED OR DID NOT ATTEND IN FULL.

DATE:	DID NOT ATTEND	DATE:	DID NOT ATTEND
JAN 20		MAR 22	
JAN 25		MAR 24	
JAN 27		MAR 29	
FEB 1		MAR 31	
FEB 3		APR 5	
FEB 8		APR 7	
FEB 10		APR 12	
FEB 15		APR 14	
FEB 17		APR 19	
FEB 22		APR 21	
FEB 24		APR 26	
MAR 1		APR 28	
MAR 3		MAY 3	
MAR 8		MAY 5	
MAR 10			

SEE REVERSE SIDE FOR LEGISLATIVE MEETING BOX.

In this box, write in the date and the hours you spent in the meeting you attended, including a brief description of the subject of the meeting.

LEGISLATIVE MEETING

A large, empty rectangular box with a thick black border, intended for the user to write the date, hours, and description of the meeting.