

**The University of Texas at Austin
School of Social Work**

Advanced Policy: Children and Families

Course Number:	SW 392R2	Instructor:	Miguel Ferguson
		Teaching Assistant:	Heidi Melz
Unique Number:	96210	Office Number:	3.122b
Semester:	Summer 2005	Contact Info.:	232-5914 (301-6649) miguelf@mail.utexas.edu
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Meeting Time/Place:	Tuesdays & Thursdays 5:30-8:00	Office Hours:	Tues & Thurs: 4:15-5:15, after class, or by appt.

I.	Course Description
	<u>Standardized Course Description:</u> This course focuses on social policy and its impact on children, families, and social work professionals. The course identifies and analyzes the processes involved in developing and implementing policies, and concentrates on analysis and evaluation of current and proposed national, state, and local policies that significantly impact children and families.

II.	Standardized Course Objectives
	<p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the impact of social policy on children and families; 2. Assess how social policies affect social work professionals employed in systems that are designed to assist children and families; 3. Develop knowledge of and critically evaluate current social policies in areas such as health, mental health, childcare, child welfare, juvenile justice, welfare reform, education, services for the aging population, same sex couples, and families with children or members with disabilities; 4. Critically analyze and evaluate the effects of social policy on specific populations of children and families (economically disadvantaged, mentally challenged, survivors of family

	<p>violence/abuse, women, men and other at risk groups);</p> <ol style="list-style-type: none"> 5. In preparation for field education, develop a plan for influencing social policy as a part of each professional's commitment to promote social justice; 6. Gain an awareness of how social policy impact social workers at the administrative and direct practice levels within an organization; 7. Understand current trends (community, national and global) in service provision that have resulted from social problems and policies; 8. Identify value and ethical dilemmas social workers and other health and human service professionals face when addressing the needs of children and families; 9. Critically evaluate research-based policies used for decision-making including distribution of resources and services.
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III.	Teaching Methods
	The method of the course is founded upon student participation. As professional advocates, it is essential for credentialed social workers to be able to articulate ideas clearly and persuasively. All students are encouraged to participate through discussion in class, via e-mail, or with the instructor and teaching assistant during office hours. On Tuesdays, the format will include lectures, films, and guest presentations. On Thursdays, the quizzes will be administered, followed by framed discussions, debates, and group exercises.

IV.	Required Readings
	This course does not use a textbook. Rather, course readings are drawn from an extensive assortment of articles, book chapters, essays, and electronic media sources.

V.	Course Requirements	
	1. Class Participation:	15%
	2. Weekly Quizzes:	30%
	3. Book Review:	25%
	4. Policy Briefing:	30%

Class Participation
Students will be graded on the quality (not necessarily the quantity!) of their contribution to the collective learning objectives of the class. This includes participation in class, email discussions or electronically shared information, office visits with the instructor, and activities that relate to course material undertaken outside of class. At the end of the semester students will provide a written assessment of their participation, to

include a numeric grade (based on 100 points). The instructor will use this information before assigning the final participation grade.

Please note that two absences will automatically result in a participation grade at least one grade below an “A.”

Written Analysis of the Weekly Readings

Students are required to turn in three written analyses of the week’s readings. The analyses will be selected on a random basis. Students should write no more than one paragraph per reading. The analyses should include a description of the author’s main point and your opinion of the author’s *most important* point. Students must briefly defend their opinion using crisp, logical arguments. In the small groups, students will be asked to read select paragraphs of their analyses to start class discussion.

Book Review

Students must review one book from the following list. Book reviews should be 7-10 pages, 12-point font and 1.5 spaced. The grade for the reviews will be based on how clearly you demonstrate your understanding of the book, the depth and vigor of the analysis, and how you respond to the following:

- a) What main points are presented?
- b) What are the primary conceptual-theoretical points, and how well does the author connect these to public policies that effect children and families?
- c) How effectively does the book cover the subject of social policy, poverty, and politics, and the ways these effect children and families? What are the primary strengths and weaknesses?
- d) How well and in what ways does the book relate to the other readings and information that has been discussed in class? Use specific examples whenever possible.
- e) Would you recommend the book? Why/why not?

Books:

1. American Dream: Three Women, Ten Kids, and a Nation’s Drive To End Welfare (Jason DeParle)
2. The Price of Motherhood (Ann Crittendon)
3. Promises I Can Keep (K. Edin & M. Kefalas)
4. No Exit: What Parents Owe Their Children and What Society Owes Parents (Anne Alstott)
5. The Lost Children of Wilder: The Epic Struggle to Change Foster Care (Nina Bernstein)

Policy Briefing

Students must team up with a classmate to develop a 15-20 minute policy briefing. The briefing will require students to act as political consultants for the political party of your choice and focus on 2-3 policies to benefit children and families that will also act to boost party identity, voter support, etc. Policies should be focused on the state or national level, take into consideration trends that will occur over the next 15-20 years, and connect to

themes and other material covered in class. It is therefore important that the subjects of the policy briefings be chosen wisely. Students should consult with the instructor prior to beginning the assignment. **More information about this assignment will be given during the third week of class.**

Grades

Grades will be determined as follows:

- 92-100 = A
- 91-83 = B
- 82-74 = C
- 73-65 = D
- 64 and below = F

VI.	<p>The University of Texas and School of Social Work Policies</p> <p><u>A. Students with Disabilities or Special Learning Considerations</u></p> <p>Please let me know if you have a learning and/or another disability and if you require special accommodations.</p> <p>The UT-Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. Any student with documented disabilities (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.</p> <p><u>B. Safety</u></p> <p>As part of professional social work education, students may have assignments that involve working in/observing agency settings and/or in 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 also notify instructors regarding any safety concerns.</p> <p><u>C. Confidentiality</u></p> <p>Personal disclosure is not an expectation or a requirement in this course. However, it might be appropriate for students to talk about personal information as it relates to learning about a particular topic. Students are expected to adhere to all professional standards of confidentiality during the semester.</p>
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VII.	Additional Course Policies
	<ol style="list-style-type: none"> 1. Try to live a conscious life. 2. Attend class regularly. 2. Turn assignments in on the due dates. 3. Participate fully in class discussions and other in-class activities. Sharing differences of opinion and ideas with other students, the instructor, and guest speakers is encouraged and will be respected. 4. Present written and oral presentations professionally. 5. Use APA Style for referencing. The <i>Publication Manual of the American Psychological Association</i> is the standard style manual used by the School of Social Work.

VIII.	Course Evaluation
	<p>At mid-term students will have the chance to anonymously evaluate the course and the instructor. Feedback from this evaluation will be used, to the extent possible, to strengthen the remainder of the course. At the end of the course students will have the opportunity to evaluate the course and instructor using the official Course Instructor Survey. Of course, constructive feedback (and even the occasional snotty remark) are welcome throughout the duration of the term.</p>

Course Schedule

Date	Description	Readings
June 2	Introduction	No readings assigned
June 7 & 9	Conceptions of family Trends in family formation, fertility, and gender roles Quiz # 1	Zimmerman , <i>"The many and changing meanings..."</i> Guzman et al , <i>"How children are doing..."</i> Lichter & Qian , <i>"Marriage and family..."</i> Popenoe , <i>"American family decline"</i> Stacey , <i>"Good riddance to 'The Family'"</i>
June 14 & 16	Historical responses to the needs of children and families Political perspectives on the problems facing American families Quiz # 2	Gordon , Mason, et al <i>"Family law in the new millennium"</i> Blackstone & Hakim , <i>"A market alternative..."</i> Coontz , <i>"We always stood..."</i>

		Dobson , <i>“The family in crisis”</i>
June 21 & 23	The impact of poverty on families and children Work, wages, and labor policies Quiz # 3	Rank , <i>“The effect of poverty...”</i> Zedlewski & Rader , <i>“Feeding America’s children”</i> Powers , <i>“New estimates...”</i> Beverly , <i>“What social workers need to know...”</i>
June 28 & 30	Welfare reform policies Other “Family” programs Marriage initiatives Quiz # 4	Lichter & Crowley , <i>“Welfare reform and child poverty...”</i> Garces et al , <i>“Longer-term effects of Head Start”</i> Han & Waldfogel , <i>“Parental leave”</i> Morrison & Ritualo , <i>“Routes to children’s economic recovery”</i> Huston & Melz , <i>“The case for promoting marriage”</i>
July 5 & 7	Child care & child support Lockin’ ‘em up: Trends in incarceration and the effect on families Quiz # 5	Morgan , <i>“A child of the sixties...”</i> Cancian & Meyer , <i>“Fathers of children...”</i> Dominus , <i>“The Father’s Crusade”</i> Johnson & Waldfogel , <i>“Parental incarceration”</i>
July 12 & 14	The demography of aging Current issues in social security Reforming policies and the service structure Book Review Due	Clark, et al , <i>“The economic well-being of older Americans”</i> Cauthen , <i>“Whose security?”</i> Appell , <i>“On fixing bad mothers”</i> Cahill et al , <i>“Conclusion and policy recommendations”</i>
July 19	Comparative perspectives on family and child well-being The proper role of the state Policy prescriptions to enhance family well-being	Scheper-Hughes , <i>“Mother Love”</i> Casper et al , <i>“The gender-poverty gap...”</i> Jencks , <i>“Do poor women</i>

	Roles to play in family policy	<i>have a right...</i> Halpern , “Where to from here?” Alstott , “Implementing caretaker resource accounts” Zimmerman , “Implications for family policy practice”
July 21 & 26	Student Policy Briefings	No readings assigned

Recommended Background Readings on Family Policy

Temporary Assistance for Needy Families (TANF)

- *An Introduction to TANF*. The Center on Budget and Policy Priorities. Available at <http://cbpp.org/1-22-02tanf2.htm>
- Introduction and Chapter 1 in Weil, A. & K. Finegold (Eds.) *Welfare Reform: The Next Act*. (2002). Washington, DC: Urban Institute.

The Family and Medical Leave Act of 1993 (FMLA)

- Waldfogel, J. (2001). Family and Medical Leave Act: Evidence from the 2000 surveys. *Monthly Labor Review*, September. U.S. Bureau of Labor Statistics. Available at <http://www.bls.gov/opub/mlr/2001/09/contents.htm>

Child Care Policy

- Hofferth, S.L. & S.G. Deich. (1994). Recent U.S. child care and family legislation in comparative perspectives. *Journal of Family Issues*, 15, 424-448.
- Han, Wenjui & Waldfogel, J. (2001). The effect of child care costs on the employment of single and married mothers. *Social Science Quarterly*, 82, 552-568.

The Earned Income Tax Credit (EITC)

- Meyer & Rosenbaum. (2001). Welfare, the Earned Income Tax Credit, and the labor supply of single mothers. *Quarterly Journal of Economics*, 116, 1063-1111

Food Assistance

- *Work and the Food Stamp Program*. The Center on Budget and Policy Priorities. Available at <http://www.cbpp.org/9-30-03fs.pdf>
- Women, Infants, and Children (WIC), a program of the Food and Nutrition Service of the U.S. Department of Agriculture. Information available at <http://www.fns.usda.gov/wic/>

References

June 2:

No readings assigned

June 7 & 9:

Zimmerman, S. (2001). The Many and Changing Meanings of Family, *Family Policy: Constructed Solutions to Family Problems* (Chapter 3, pp. 43-64). Thousand Oaks, CA: Sage Publications.

Guzman, L., Lippman, L., Moore, K., & O'Hare, W. (2003). *How Children Are Doing: The Mismatch Between Public Perception and Statistical Reality* (2003-12). Washington D.C.: Child Trends.

Chute, C. (2000). Faces in the Hands, *I Was Content and Not Content: The Story of Linda Lord and the Closing of Penobscot Poultry* (pp. 85-94). Carbondale, IL: Southern Illinois University Press.

Popenoe, D. (1993). American family decline, 1960-1990: A review and appraisal. *Journal of Marriage and the Family*, 55(3), 527-555.

Stacey, J. (1993). Good riddance to "The Family": A response to David Popenoe. *Journal of Marriage and the Family*, 55(3), 545-547.

June 14 & 16:

Gordon, L. (1994). What is "Welfare?", *Pitied But Not Entitled: Single Mothers and the History of Welfare, 1890-1935* (pp. Chapter 1). New York, N.Y.: The Free Press.

Mason, M. A., Fine, M., & Carnochan, S. (2001). Family law in the new millennium: For whose families? *Journal of Family Issues*, 22(7), 859-881.

Blackstone, E., & Hakim, S. (2003). A Market Alternative to Child Adoption and Foster Care. *Cato Journal*, 22(3), 485-494.

Coontz, S. (1992). We Always Stood on Our Own Two Feet: Self-reliance and the American Family, *The Way We Never Were* (Chapter 4, pp. 68-92). New York, N.Y.: Basic Books.

Dobson, J. (2001). The Family in Crisis. *Focus on the Family*. Available: (<http://www.family.org/fofmag/pp/a0023971.cfm>) [May 23].

June 21 & 23:

Rank, M. (2001). The effect of poverty on America's families: Assessing our research knowledge. *Journal of Family Issues*, 22(7), 882-903.

Zedlewski, S., & Rader, K. (2005). *Feeding America's Low-Income Children* (B-65). Washington D.C.: The Urban Institute.

Powers, E. (2001). New estimates of the impact of child disability on maternal employment. *The American Economic Review*, 91(2), 135-139.

Beverly, S. (2002). What social workers need to know about the Earned Income Tax Credit. *Social Work*, 47(3), 259-266.

June 28 & 30:

Lichter, D., & Crowley, M. (2003). Welfare reform and child poverty: Effects of maternal employment, marriage, and cohabitation. *Social Science Research*, 33, 385-408.

Garces, E., Duncan, T., & Currie, J. (2002). Longer-term effects of Head Start. *The American Economic Review*, 92(4), 999-1012.

Han, W.-J., & Waldfogel, J. (2003). Parental leave: The impact of recent legislations on parents' leave taking. *Demography*, 40(1), 191-200.

Morrison, D., & Ritualo, A. (2000). Routes to children's economic recovery after divorce: Are cohabitation and remarriage equivalent? *American Sociological Review*, 65(August), 560-580.

Huston, T., & Melz, H. (2004). The case for (promoting) marriage: The devil is in the details. *Journal of Marriage and Family*, 66(November), 943-958.

July 5 & 7:

Morgan, K. (2001). A child of the sixties: The Great Society, the New Right, and the politics of federal child care. *Journal of Political History*, 13(2), 215-250.

Cancian, M., & Meyer, D. (2004). Fathers of children receiving welfare: Can they provide more child support? *Social Service Review*, 179-206.

Dominus, S. (2005, May 8). The Fathers' Crusade. *New York Times Magazine*.

Johnson, E., & Waldfogel, J. (2002). Parental incarceration: Recent trends and implications for child welfare. *Social Service Review*, 460-479.

July 12 & 14:

Clark, R., Burkhauser, R., Moon, M., Quinn, J., & Smeeding, T. (2004). The Economic Well-Being of Older Americans, *The Economics of an Aging Society* (Chapter 3, pp. 34-83). Malden, MA: Blackwell Publishing.

Cauthen, N. (2005). *Whose Security? What Social Security Means to Children and Families*. New York, N.Y.: National Center for Children in Poverty.

Appell, A. (1998). On Fixing "Bad" Mothers and Saving Their Children. In M. Ladd-Taylor & L. Umansky (Eds.), *"Bad" Mothers: The Politics of Blame in Twentieth-Century America* (Chapter 25). New York, N.Y.: New York University Press.

Cahill, S., Mitra, E., & Tobias, S. (2005). *Conclusion and Policy Recommendations*. National Gay and Lesbian Task Force. Available: <http://www.thetaskforce.org/reslibrary/familypolicy.cfm> [2005, May 23].

July 19:

Scheper-Hughes, N. (1994). Mother Love. *New Internationalist*, (254).

Casper, L., McLanahan, S., & Garfinkel, I. (1994). The gender-poverty gap: What we can learn from other countries. *American Sociological Review*, 59(August), 594-605.

Jencks, C. (1995). Do poor women have a right to bear children? *American Prospect*. December 1.

Halpern, R. (1999). Where to From Here? *Fragile Families, Fragile Solutions: A History of Supportive Services for Families in Poverty* (Chapter 10). New York, N.Y.: Columbia University Press.

Alstott, A. (2004). Implementing Caretaker Resource Accounts, *No Exit: What Parents Owe Their Children and What Society Owes Parents* (Chapter 10). New York, N.Y.: Oxford University Press.

Zimmerman, S. (2001). Implications for Family Policy Practice, *Family Policy: Constructed Solutions to Family Problems* (pp. Chapter 19, 373-388). Thousand Oaks, CA: Sage Publications.

July 21 & 26:

Student presentations – no readings assigned.

Government Agencies

U.S. Department of Health and Human Services
Administration for Children and Youth <http://www.acf.dhhs.gov/>
ASPE <http://aspe.hhs.gov/hsp/hspincpov.htm>
NICHAHD National Children's Study <http://www.nationalchildrensstudy.gov>

U.S. Department of Commerce
Bureau of the Census <http://www.census.gov/hhes/www/poverty.html>

U.S. Department of Labor
Bureau of Labor Statistics <http://www.bls.gov/>

U.S. Department of Housing and Urban Development
PD&R Information Service <http://www.huduser.org/>

Think Tanks and Advocacy Groups on Children's Issues

Alliance for Children and Families <http://www.alliance1.org/>

Annie E. Casey Foundation <http://www.aecf.org/>

Center for Law and Social Policy <http://www.clasp.org/>

Chapin Hall Center for Children (Chicago) <http://www.about.chapinhall.org/>

Child Care and Early Education Research Connection
<http://www.childcareresearch.org/>

Children's Defense Fund <http://www.childrensdefense.org>

Child Welfare League of America <http://www.cwla.org/>

Child Trends <http://www.childtrends.org/>

Institute for Child and Family Policy (Columbia) <http://www.childpolicy.org/>

National Center for Children in Poverty (Columbia) <http://www.nccp.org/>

Think Tanks and Advocacy Groups on Social Policy in General

Brookings Institution	http://www.brookings.edu/
Center for Budget and Policy Priorities	http://www.cbpp.org/
Center for the Study of Social Policy	http://www.cssp.org/
Institute for Women's Policy Research	http://iwpr.org/
Food Research and Action Center	http://www.frac.org/
Heritage Foundation	http://www.heritage.org/welfare/
Hudson Institute Welfare Policy Center	http://wp.hudson.org/index.cfm
National Law Center for Homelessness and Poverty	http://www.nlchp.org/
Urban Institute	http://urbran.org/
(Texas) Center for Public Policy Priorities	http://www.cppp.org/
(Texas) Public Policy Foundation	http://www.texaspolicy.com/

University-based Research Centers

National Poverty Center University of Michigan	http://www.npc.umich.edu/
Institute for Research on Poverty University of Wisconsin	http://www.ssc.wisc.edu/irp/
Kentucky Center for Poverty Research University of Kentucky	http://www.ukcpr.org/Index1.html
Rural Poverty Research Center University of Missouri	http://www.rprconline.org/
Joint Center for Poverty Research Univ of Chicago/Northwestern Univ	http://www.jcpr.org/
Institute for Policy Research Northwestern University	http://www.northwestern.edu/ipr/
Center for the Study of Urban Poverty University of California at L.A.	http://www.sscnet.ucla.edu/issr/csup/csup.html

Center on Urban Poverty and Social Change
Case Western Reserve University <http://povertycenter.cwru.edu>

Institute on Race and Poverty
University of Minnesota <http://www1.umn.edu/irp/>

National Center for Children in Poverty
Columbia University <http://www.nccp.org/>

Center on Hunger and Poverty
Brandeis University (Heller School) <http://www.centeronhunger.org/>

University of Maryland
Casey Journalism Center on Children and Families <http://www.casey.umd.edu>