

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

Advanced Policy: Children and Families

Course Number:	SW N392R2	Instructor:	Miguel Ferguson
Unique Number:	63015	Office Number:	3.122b
Semester:	Summer 2006	Contact Info.:	232-5914 miguelf@mail.utexas.edu
Meeting Time/Place:	Mon & Weds 5:30-8:00 2.130	Office Hours:	Mon & Weds 4:00-5:15, 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 violence/abuse, women, men and other at risk groups); 5. In preparation for field education, develop a plan for

	<p>influencing social policy as a part of each professional's commitment to promote social justice;</p> <ol style="list-style-type: none"> 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
	<p>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 Mondays, the format will include lectures, films, and guest presentations. On Wednesdays, the class will focus on discussing and analyzing the readings.</p>

IV.	Required Readings
	<p>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.</p>

V.	Course Requirements	
	<ol style="list-style-type: none"> 1. Class Participation: 2. Written Analyses: 3. Book Review: 4. Policy Briefing: 	<p>20% 25% 25% 30%</p>

Class Participation
<p>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.</p>

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

Written Analysis of Weekly Readings

Students are required to turn in **two** written analyses of the course readings. The first analysis paper must cover one reading from each of the first three weeks of readings; the second analysis paper must cover one reading from weeks 4-6. Each analysis should briefly summarize the reading’s main points, how the topic is theoretically or conceptually organized, and the major findings. The analysis should comment on any facets of the reading that you found deficient or wanting. For example, did it ignore a plausible alternative framework? Are the data questionable? Does it overstate or misinterpret information? Are the author’s conclusions sensible? Why, why not? Finally, tie all three readings together and document their importance. Why did you choose them? How are they similar/different? The first analysis paper is due June 26; the second is due July 17. Papers should be **no more than** five pages, 12 point font; 1.5 spaced.

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 affect 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 at least 2-3 examples)
- 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 Motherhood Manifesto: What America’s Moms Want – and What To Do About It (Joan Blades & Kristin Rowe-Finkbeiner)

***The book review is due July 7 (or earlier, if you prefer!)**

Policy Briefing

Students will present a 20-25 minute policy briefing. The briefing will require students to critically analyze a local, state, or national policy in the following arenas: child care, child support, child education, child welfare, family formation, foster care/adoption, health care, labor/workplace, marriage, retirement, and welfare reform. (*Note: other topics of interest can be chosen with the permission of the instructor*) The policy briefing should provide some background/history to the policy, a description of the size, scope

and import of the policy, a critical evaluation of the policy's implementation, and outcomes (positive or negative) associated with the policy. Finally, the briefing should also include your ideas on how the policy could be improved or how an alternative policy could more effectively benefit a similar population. Students will be expected to 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:

100 - 94 =A	93 - 90 =A-	
89 - 87 =B+	86 - 84 =B	83 - 80 =B-
79 - 77 = C+	76 - 74 =C	73 - 70 =C-

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</p>
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	confidentiality during the semester.
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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 5 & 7	Introduction Conceptions of family Trends in family formation, fertility, and gender roles	Zimmerman , " <i>The many and changing meanings...</i> " Fussell & Furstenberg , " <i>Transitions to adulthood</i> " Mather et al , " <i>What the American Community Survey...</i> " Smock , " <i>Wax and wane of marriage</i> " Pyle , " <i>The ties that bind</i> "
June 12 & 14	Historical responses to the needs of children and families Political perspectives on the problems facing American families	Gordon , " <i>What is welfare?</i> " Coontz , " <i>We always stood...</i> " Morgan , " <i>A child of the sixties...</i> " Dobson , " <i>The family in crisis</i> "

		Guzman et al , “ <i>How children are doing...</i> ”
June 19 & 21	The impact of poverty on families and children Teenage childbearing The importance of education Labor policies for working families	Rank , “ <i>The effect of poverty...</i> ” Geronimus , “ <i>Teenage childbearing...</i> ” Zhan & Pandey , “ <i>Postsecondary Education...</i> ” Han & Waldfogel , “ <i>Parental leave</i> ” Clearinghouse , “ <i>U.S. unemployment insurance</i> ”
June 26 & 28	Welfare reform policies Child welfare programs Foster care and adoption Head Start	Lichter & Crowley , “ <i>Welfare reform and child poverty...</i> ” Eamon & Kopels , “ <i>For reasons of poverty</i> ” Blackstone & Hakim , “ <i>A market alternative...</i> ” Harburger & White , “ <i>Reunifying families</i> ” Garces et al , “ <i>Longer-term effects of Head Start</i> ”
July 3 (no class) July 5	Child care & child support policies Lockin’ ‘em up: Trends in incarceration and the effect on families Poor fathers	Gennetian et al , “ <i>Can child care assistance...?</i> ” Garfinkel et al , “ <i>A brief history of child support</i> ” Johnson & Waldfogel , “ <i>Parental incarceration</i> ” Haskins , “ <i>Poor fathers...</i> ”
July 10 & 12	The demography of aging Current issues in social security The importance of survivors benefits Book Review Due	Kotlikoff & Burns , “ <i>From strollers to walkers</i> ” Newman , “ <i>Old before our time</i> ” Galbraith , “ <i>The parent trap</i> ” Clearinghouse , “ <i>Survivors benefits</i> ”
July 17 & 19	Policy prescriptions to enhance family well-being (cont’d) The role of social work in family policy Student Policy Briefings	Pyles , “ <i>Towards a post-Katrina framework</i> ” Alstott , “ <i>Implementing caretaker resource accounts</i> ”

		Halpern , “Where to from here?” Cahill et al , “Conclusion and policy recommendations”
July 24	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

Week 2 (June 5 & 7):

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

Fussell, E., & Furstenberg, F. (2004). *Transitions to Adulthood* (#2): Research Network on Transitions to Adulthood and Public Policy. www.pop.upenn.edu/transad

Mather, M., Rivers, K., & Jacobsen, L. (April, 2006). *What the American Community Survey Tells Us About Marriage and the Family*.: Population Research Bulletin.

Smock, P. (2004). The Wax and Wane of Marriage: Prospects for Marriage in the 21st Century. *Journal of Marriage and Family*, 66, 966-973.

Pyle, E. (2005, October 21). The Ties that Bind: Proposition 2: Legal limbo and families left behind. *Texas Observer*.

Week 3 (June 12 & 14):

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

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

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.

Dobson, J. (2001). The Family in Crisis. *Focus on the Family*.

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.

Week 4 (June 19 & 21):

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

Geronimus, A. (1997). Teenage Childbearing and Personal Responsibility: An Alternative View. *Political Science Quarterly*, 112(3), 405-430.

Zhan, M., & Pandey, S. (2004). Postsecondary Education and Economic Well-Being of Single Mothers and Single Fathers. *Journal of Marriage and Family*, 66(August), 661-673.

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

U.S. Unemployment Insurance: A Safety Net with Holes (2001). Clearinghouse on International Developments in Child, Youth, and Family Policies [2006, May 21].

Week 5 (June 26 & 28):

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

Eamon, M., & Kopels, S. (2004). 'For reasons of poverty': Court challenges to child welfare practices and mandated programs. *Children and Youth Services Review*, 26, 821-836.

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

Harburger, D., & White, R. (2004). Reunifying Families, Cutting Costs: Housing-Child Welfare Partnerships for Permanent Supportive Housing. *Child Welfare*, 133(5), 493-508.

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

Week 6 (July 5):

Gennetian, L., Crosby, D., Huston, A., & Lowe, E. (2004). Can child care assistance in welfare and employment programs support the employment of low-income families? *Journal of Policy Analysis and Management*, 23(4), 723-743.

Garfinkel, I., Meyer, D., & McLanahan, S. (1998). A Brief History of Child Support Policies in the United States. In I. Garfinkel (Ed.), *Fathers Under Fire: The Revolution in Child Support Enforcement* (Chapter 1). New York: Russell Sage Foundation.

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

Haskins, R. (2006). Poor Fathers and Public Policy: What is to be Done? In R. Mincy (Ed.), *Black Males Left Behind* (Chapter 10). Washington D.C.: Urban Institute.

Week 7 (July 10 & 12):

Kotlikoff, L., & Burns, S. (2004). From Strollers to Walkers, *The Coming Generational Storm: What You Need to Know About America's Economic Future* (Chapter 1). Boston, MA: MIT Press.

Newman, K. (2003). Old Before Our Time, *A Different Shade of Gray: Midlife and Beyond in the Inner City* (Chapter 5). New York: The New Press.

Galbraith, J. (2005, May/June). The parent trap. *Mother Jones*, 26-29.

Survivors Benefits: First line of protection in the wake of recent tragedies (2001). New York: Clearinghouse on International Developments in Child, Youth, and Family Policies.

Week 8 (July 17 & 19):

Pyles, L. (2006). Towards a Post-Katrina Framework: Social Work as Human Rights and Capabilities. *Journal of Comparative Social Welfare*, 22(1), 79-88.

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.

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.

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].

Week 9 (July 24):

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>