



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Spring 2016

Course Title: Social Welfare Policy and Services

Course Prefix/Number/Section: SOCW 5303-001

Instructor Name: Eusebius Small, PhD

Faculty Position: Assistant Professor

Faculty Profile: <http://www.uta.edu/profiles/eusebius-small>

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Office Hours: Wednesday 3:00 PM-4:00 PM

Day and Time of Class (if applicable): Wednesday 4:00 PM-6:50 PM

Location: SWCA 115

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.

Blackboard: <https://elearn.uta.edu/webapps/login/>

A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):

Social Welfare Policy and Services examines how social goals are met by social welfare institutions. Conceptual schemes are developed for analyzing the structure of social welfare institutions and evaluating social welfare sub-systems. The social work profession is examined in the context of the evolution and function of the contemporary American social welfare system.

This course introduces social welfare policy as a central concern of the social work profession. Presented are the theory, philosophy, and research bases of social policies and programs in the United States including comparison to other nations. The policy making process, policy analysis from multiple analytic frameworks, and implications of policy for program design and service delivery are discussed. The course will help the student identify evolving politico-socio-cultural and economic bases of social welfare and social and economic justice. Policies in the areas of aging, family and child welfare, health, and poverty and public welfare may be drawn upon for purposes of illustration and example. The history of social welfare is considered and its influence on the development of the social work profession is analyzed. Key policy practice competencies such as advocacy, policy and program evaluation and political action are emphasized.

B. Measurable Student Learning Outcomes:

The content of this course is consistent with the requirements of the CSWE Educational Policy and Standards (EPAS) Section 4.4 for Social Policy:

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services CSWE EPAS pp. 9-10 Section 4.4.

The course addresses the following competencies and practice behaviors as listed in CSWE Educational Policy 2.1—Core Competencies:

E.P. 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- advocate for client access to the services of social work.

E.P. 2.1.2—Apply social work ethical principles to guide professional practice.

- recognize and manage personal values in a way that allows professional values to guide practice.

E.P. 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
- analyze models of assessment, prevention, and intervention, and evaluation

E.P. 2.1.4—Engage diversity and difference in practice.

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

E.P. 2.1.5—Advance human rights and social and economic justice.

- understand the forms and mechanisms of oppression and discrimination.
- advocate for human rights and social and economic justice.
- engage in practices that advance social and economic justice.

E.P. 2.1.6—Engage in research informed practice and practice informed research.

- use research evidence to inform practice.

E.P. 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

- analyze, formulate, and advocate for policies that advance social well-being
- collaborate with colleagues and clients for effective policy action

E.P. 2.1.9—Respond to contexts that shape practice.

- continuously discover, appraise, and attend to changing locales, populations, scientific and

- technological developments, and emerging societal trends to provide relevant services.
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

C. Required Text(s) and Other Course Materials:

Readings will be assigned from the textbooks and may be augmented with class handouts. Additional readings may be assigned that are both relevant to course material and will enhance student learning. A combination of lecture, discussion and in-class and out-of-class exercises (individual and small group) will highlight the major concepts covered in the course.

Karger, H. and Stoesz, D. (2014). American social welfare policy: a pluralist approach (7th ed.). Boston: Pearson.

U.S. House Ways and Means Committee 2012 Green Book. Background Material and Data on the Programs within the Jurisdiction of the Committee on Ways and Means. This can be accessed at <http://greenbook.waysandmeans.house.gov/2012-green-book>

D. Additional Recommended Text(s) and Other Course Materials:

Additional readings may be posted on Blackboard.

E. Major Course Assignments & Examinations:

In the news segment: The news media are viewed as enormously powerful with a strong role in many aspects of governance. As a policy student, the better question to ask is, should journalists, who are not elected by the people, have this much power, and can they exercise it effectively? Each day at the beginning of class, you will be randomly called upon to discuss any aspects of the news of the day, i.e. what the story is about, how it is told and presented and your personal analyses and critique of the story.

Required Media:

1. The New York Times (or Los Angeles Times, Washington Post,) The NYT is available online at: www.nytimes.com The Times also offers a student discount rate on student subscriptions to hard copy editions.
1. The NewsHour with Jim Lehrer (Mon-Fri, on Public TV). In the local area there are at least 3 showings of the NewsHour per evening (6pm; 9pm; and again around midnight). Check your local The NewsHour is online at www.pbs.org/newshour.

Supplemental Media:

- Local Newspaper (Dallas Morning News)
- CNN News and Policy discussions
- “All Things Considered” and/or “Morning Edition” on National Public This can be accessed locally via KERA-FM (90.1) or KKXT-FM (91.7)
- Evening Network News - (CBS, ABC, NBC).

Specific Assignments:

1. Weekly Reading Quizzes: A fifteen-question quiz will be administered on Blackboard each week. The quiz will cover important concepts of the readings assigned for the week from the

textbook. The quiz will open on the day of class, Wednesday at 4:00 pm. Students will have up to midnight Sunday of class week to complete the quiz on the assigned chapter(s). It is improbable that you can skim through the chapter and adequately answer the questions; the quiz requires investment of time to adequately respond to the questions. Read carefully the questions to understand the content as well as the context of the questions. Sometimes what appears obvious may not be an obvious answer and could require some deductive reasoning to arrive at the correct answer choice. This segment constitutes 15% of your final grade (see grading section). Please ensure that you have a working computer and Internet. The instructor WILL NOT reset the quiz for you for a retake after the assignment is closed. Please schedule to take your quiz early and not during the last hours.

2. Policy Debate. Due dates will vary according to the dates students select throughout the semester [20 points].

Two students will work jointly to select a topic to debate any social policy issue of interest. A good place to start is reading Karger, H. J., Midgley, J., kindle, P. A., Brown, C.B. (2007). "Controversial Issues in social work." Both will prepare a one- page outline of the policy they propose to debate and receive the instructor's **approval** for the selected topic. This policy outline is not graded; rather, it is a roadmap detailing how you intend to approach your debate. The policy topic should be specific and clear, i.e. what problem does the policy address and why is it important? Clearly identify the problem, name it, and describe its magnitude. For example, you may state, *50% of HIV+ individuals in Washington DC have no antiviral drugs and that if nothing is done, they will die*. Defend this assertion or disagree with it by providing factual evidence. Effective debate skills are essential in policy advocacy. This experiential exercise will give you the opportunity to improve your debate skills. The two students will argue opposing sides of a current policy issue. The class will evaluate the quality of the debate based on an evaluation rubric given by the instructor. Students will prepare PowerPoints to facilitate their debate discussions. **Please submit your PowerPoint slides to the instructor at least 2 days before your actual presentation for feedback.** An outline for this is given at the end of this syllabus (which is similar to the written policy outline on that this one is a debate).

3. Policy Proposal 1 page summary (5 points) Due February 24 (hard copy in class). You will work in pairs to submit a 1-page policy proposal summary (see below) describing the social welfare policy selected for your proposed legislative analysis project. This is essentially a condensed version of your final paper. You must meet with the instructor for his **approval** of the selected topic and discuss how you plan to move forward before you submit your policy proposal. This will be a short one-page summary, single-spaced, succinctly giving an overview of your legislative proposal. It should include all the outline elements for the paper given at the bottom of the Final Paper instructions. In fact, it is wise to write your proposal summary as is in the outline (i.e. a-i) and just plug in the information you find relevant. Covers student learning objectives 1-9.

4. Attend a City Council Meeting and write a report of not more than 800 words on the proceedings of the day under the following headings: (Due April 20, In SAfeAssign), [15 points].

1. State why you chose this particular city council meeting and state the city's organizational structure. **1-point, 2).** There are different agendas discussed on a given day. Talk about it in detail to set the stage for your analysis. They could range from: affordable housing for seniors, granting permits to adult daycare, upgrading parks, improving parks, zoning of any kind, etc. What are the residents' concerns on this particular day that you attended? I would suggest for you to pick a day when relevant subject/issue you are concerned about is being discussed. Most cities have their schedules publicly available. **2-points. 3).** Using the legislative framework discussed in class and outlined in chapter 2 of your course text, identify the individuals and groups (political bloc)

concerned about the council issue being discussed and their position on the matter (pick one issue if there are multiple issues discussed). Discuss the strategies they (speakers) use to effectively communicate their positions [here think about the skills you need for successful policy making]. **7-points.** **4).** Use your social work knowledge and skills to argue how you could successfully bring people together to accomplish the residents' concerns about the issue(s) being discussed [think about the qualities of a good social worker in conflict resolution]. **5-points.**

5). Final Paper (Due April 27, 2016 in SafeAssign), [40 points].

This assignment will require students, in pairs (or alone), to write a policy analysis paper on a Bill or Act (state, federal or from a different country). The policy analysis paper is the core of the course and must be thoroughly researched and well written. The expectations here are that you share the work equally. Please let the instructor know early enough what problems you might be facing working with your partner. It has to be noted that the quantity of work involved in the various sections of the paper will be different. Assigning one person to each topic may not totally be fair because not all sections involve equal work. Second, all sections do depend upon one another; so more than one "planning" meeting is advised. Leaving one person to do the entire "policy analysis" section (which is the bulk of the work), is not "equal" work. Please see the assigned point-values for each section to roughly determine the weight on each section. **I highly recommend and expect you to consult with Dr. Chris Kilgore to review your work before submitting it. Here are his contacts:** Christopher Kilgore, Writing Resource Coordinator, School of Social Work, kilgorec@uta.edu.

Specific instructions for this major assignment:

You should spend 6-8 double spaced pages covering all the segments given in the rubric below. Before the assignment is submitted into SafeAssign, and a week before it is due, the instructor will anonymously assign a copy of your paper to your peer for a blind review.

Instructions for a peer reviewer:

While reviewing your peer's work, it is essential that you ethically review the information, maintain confidentiality, and do not attempt to discuss the content or identity of the owner of the paper. Here are a few points about peer review: When you are assigned as a peer reviewer, imagine the kind audience the paper expects. It could be a legislator, practicing social worker, or program director, etc. Imagine the kinds of priorities your specific audience (s) has, and with that in mind, please examine the paper accordingly. For example, for the "conclusions and recommendations" area, imagine "If you were a state senator, congressman, a US senator, would you know what you're being asked to do by this point in the paper? Would it feel like something that lies within your power?" Please do not simply say, "Sure, looks great!"

Grand Guidelines for the paper:

This is a process that will require adequate time and preparation. You will partner with any member of your class cohort for this project. Working in partnership can be tricky. Please identify any problems you may have early enough so as we can solve them before they escalate and become unmanageable. A thorough and meticulous quality work is expected. The purpose of the policy analysis project is to provide you the opportunity to understand the legislative process.

You will choose a topic on a social problem of your interest. Choose a social welfare policy Bill/Act on any topic approved by the instructor. It may include but not limited to the following topics: *HIV/AIDS, Mental Health, Substance Abuse & Child welfare, Gay Rights, Immigration, etc.* This project is worth 40% of the final grade. The Bill or Act might have already been introduced or

passed in the Texas legislature, the U.S. Congress or in a parliament of a particular country. Students should evaluate the legislative history of the issue; synthesize the Bill/Act to analyze its efficacy using the policy analysis model by Karger and Stoesz. Examine critically the kind of Policy/Bill you intend to analyze. For example, many students choose "the Affordable Care Act (ACA)," which is much too extensive a policy to consider in a paper this short. In cases like the ACA, it may be appropriate to choose a specific provision, section, or initiative, to avoid speaking too generally, or vastly exceeding the length limit.

What this project is asking of you:

Select a legislative Bill or existing law. To accomplish the task, ask yourself the following questions: Who is going to be reading your analysis? Is it a state senator, congressman, US senator, governor, social worker or administrator, etc.? Why would they want or need to read it? What should it accomplish as a written document (in addition to just as an assignment)? In other words, identify a potential audience comprising legislators, other social workers, and possibly program directors or organization leaders, all of whom might need to know how well a policy is working, and what could be done about it. Then, as you attend to the specific tasks to be performed in each section, always refer back to that audience, and use it to ground the section's specific requirements. See individual components below.

(a) A brief introduction of the bill stating its importance for social welfare policy in Texas or the nation. Thus, the introduction should effectively introduce the topic and clearly state why the topic/bill is important for social welfare policy. Introduction is where you try to get the attention of the (busy, overworked) audience, you should state as clearly as possible what the bill does, why it matters, and what your recommendations are. Many students tend to use introductions to repeat assignment requirements or objectives. This is not productive. Instead, the introduction should "hook" the reader and in so doing, be as specific as possible (*about 1 paragraph*) [3- points].

(b) A description of the problem/issue that necessitated or preceded the Bill/Act. This section sets up the problem the bill is addressing. It makes the audience ready for us to evaluate it on those grounds (and not just whether it's expedient, or provides local "pork," etc.) A successful problem setting should address these types of questions, and not necessarily in this order: Does your paper clearly define the problem? Does it identify the affected population? Does it highlight the impact of the problem? Does it show the urgency of the issue? For example, if you are talking about Ending the epidemic Act, or Cure for AIDS Act, or President's Emergency Plan for AIDS Relief (PEPFAR), etc., describe the nature of the problem that necessitated the Act? How widespread was / is it? How many people are affected? 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? (*about 1-2 paragraphs*), [3-points].

(c) The historical background of the bill. This section sets up what has been done before, and again, what information do you want your audience to know about the historical background of this issue? Does your paper provide a historical context for the Bill/Act? How much attention has this problem received historically? How has the problem been handled previously? What is the legislative history of the Bill/Act? Has it changed over time, how? What recent events led to the creation of the Bill? What are the policies of other states or countries regarding the problem/issue? What gaps need to be filled? (*about 1-2 paragraphs*) [2-points].

(d) A thorough description of the policy. Here also think about your audience that you are writing for and how they would find your work informative. E.g. if you are writing for your

legislature, let them know how important this policy is by asking yourself the following questions: What resources or opportunities is the policy expected to provide for people affected (e.g., economic opportunity, cash, in-kind services, redistribution of goods and services, empowerment, status, preventive services, education, other)? Who will be covered by the policy and how (e.g., selective entitlement, universal entitlement, means testing, other)? How will the policy be implemented? What is the policy's intended short- and long-term goals and intended outcomes? Under what administrative auspices will the policy be further developed and implemented? What funding is needed? What provisions are made for overseeing, evaluating, and coordinating policy implementation? What criteria will be used to determine the policy's outcomes and effectiveness? How long is the policy expected to exist (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? Your paper should address most of these questions as deemed relevant to your paper. *(about 1 ½ pages) [3.5-points]*.

(e) Identification of individuals and groups concerned about the policy issue and their positions on the matter. This section is a summary of "positions that people tend to take" on this policy. Specific examples would be human service providers, consumer groups, and others). Each student is encouraged to interview concerned individuals and groups (including elected officials, and to attend meetings of organizations, agencies, and committees where the issue is discussed. Do not simply list the individuals and groups concerned and their positions. Information learned from these activities, as well as your review of the literature, should be discussed in detail. What are their arguments for or against the bill? Are their arguments based on evidence? What biases color their views on this issue? I would encourage you to group interested parties by argument, rather than devoting individual paragraphs to each group/individual *(about 1 page) [4-points]*.

e). An analysis of the

Parts f, g, and h are the heart of the paper and should comprise about half the length of the paper. In this section, you are expected to support your argument with reference to other empirical sources other than the bill itself. It is unacceptable to just repeat elements from the description section. Ask yourself these fundamental questions: does this bill work well in its current form? Is it implemented as well as it appears to work, in practice? And for both of those, how would one know if that is the case out there in the real world? Essentially, you are being asked to step outside the policy itself and look for evidence of its success. For bills not yet passed, this poses additional challenges; i would therefore try to avoid those for my analysis as you choose your topic/Bill. Your analysis should utilize Karger and Stoesz policy analysis model. Address issues such as the value premises or ideological assumptions that underlie the policy. Are the goals just, democratic, and attainable? Do they contribute to a better quality of life by promoting social and economic justice, self- determination, self-realization, civil liberties or rights, empowerment, or other benefits, or do they adversely affect the quality of life of the target or other groups? The analysis should drive the way you use the model. The analysis should not be forced to fit the model In other words, please organize your work to incorporate all the elements of the policy analysis model, *(about 1 page) [8.5 points]*.

(g). Your conclusions. Based on your objective analysis, what conclusions have you reached about the proposed policy? Avoid trying to contrast anything with "your opinion." There is a distinction between opinion and argument. Are the goals politically feasible (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 (i.e., is sufficient funding available to implement 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? *This should be your conclusion and not your opinion, (about 1-2 paragraphs to 1 page) [3-points].*

(e). Your recommendations. What are your recommendations regarding the proposed policy? Please base your recommendations on everything you have been saying so far -- so that the analysis leads to conclusions that provide the grounds for recommendations, and so that the recommendations don't appear to come "out of left field." Apply the same kinds of standards you used in judging the policy (feasibility, sensibility, justice) to your own recommendations. In other words, do not recommend changes that make the policy worse, or that can't be implemented. Do you recommend it as it is currently stated? Would you suggest modifications? How would you improve it? Your recommendation should demonstrate clear critical skills and analyses A good recommendation drives information from the analysis provided and informed by the conclusions made, *(about 1-2 paragraphs) [2-points].*

Finally, your paper should have at least five scholarly references. Include both theoretical and empirical scholarly references. Scholarly references should be recent (2003 to present). Be careful about dubious sources of information (e.g., non-scholarly references on the internet) for your information. You may ALSO include references from the popular literature (newspapers, magazines) but these do not substitute for the minimum of 5 scholarly references [2-points].

Please note: Policy should be a balanced, unbiased, critical evaluation of the policy issue or proposal, presenting accurate and fair empirical evidence, as well as the positions of proponents and opponents. No matter how strongly you feel about the policy issue, you are presenting an objective analysis to help others make informed decisions. The instructor will try to provide a sample paper of what is expected

F. Grading Policy

Grade Scale

A= 90-100

B= 80-89

C= 70-79

D= 60-69

Fail= 59

Grading Summary:

Weekly Reading Quizzes	15%
Class Presentation	20%
City Council Meeting	15%
Policy Proposal	05%
Class Participation	05%
Final Paper	40%

Note: *Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.*

G. Make-Up Exam or Assignment Policy:

This will be discussed on individual basis

H. Attendance Policy:

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section:

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I suggest that it is extremely important to be on time to class. More than two absences will affect your grade. Participation will involve being engaged with your peers in class and contributing to active learning. The instructor will award active learning points based upon observation and quality of discussions, e.g. in the news segment, debates, etc.

I. Course Schedule:

SCHEDULE AT-A-GLANCE Spring 2016

Session	Date	Session Topic	What's Due?
1	01/20	<i>Course Overview and Introductions</i>	Online class/scavenger hunt syllabus assignment on Blackboard
2	01/27	<i>What is Social Policy?</i>	Quiz 1
3	02/03	<i>Social welfare policy research</i>	Quiz 2
4	02/10	<i>Religion and social welfare policy</i>	Quiz 3 (Partner selection & tentative debate topic)
5	02/17	<i>The voluntary sector</i>	Quiz 4
6	02/24	<i>Privatization; human service corporations</i>	Quiz 5 (Policy Proposal 1-page summary)
7	03/02	<i>International perspectives World Economic Summit</i>	Quiz 6
8	03/09	<i>Discrimination and poverty</i>	Quiz 7
	03/16	SPRING BREAK	
9	03/23	<i>The making of governmental policy;</i>	Quiz 8
10	03/30	<i>Mental Health policies</i>	Quiz 9
	04/01	Last Day to Drop Class	
11	04/06	<i>Social insurance programs</i>	Quiz 10 (Draft to student peer for review in class)
12	04/13	<i>The Politics of Food Policy</i>	Quiz 11 (Edits back to student author)
13	04/20	<i>Criminal justice</i>	Quiz 12 (City Council Paper due)
14	04/27	<i>Child Welfare</i>	Quiz 13. Final Paper due
15	05/04	<i>LAST DAY OF CLASS/ course wrap up</i>	

DETAILED COURSE SCHEDULE

	DATE	TOPIC	READINGS	ASSIGNMENT
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First Day of Class	January 20	COURSE OVERVIEW AND INTRODUCTION— Syllabus overview and assignment: No assignment due.	Online class/scavenger hunt syllabus assignment on Blackboard	Discussion Board
Week 2	January 27	INTRODUCTION TO SOCIAL WELFARE POLICY: What is Social Policy?	1. Karger & Stoesz, Chapter 01: “Social Policy and the American Welfare ” 2. Read Module 1: Introduction to Social Policy: Controversies, Definitions and Values Document. 3. Adam Smith's Analysis of the Modern Welfare State: Identify 2-3 concepts that interest you in the paper. Why do find them interesting?	Assignment: Quiz 1 on Blackboard. It covers today’s readings.
Week 3	February 03	SOCIAL WELFARE POLICY RESEARCH	1. Karger & Stoesz, Chapter 02: Social Welfare Policy Research: A Framework for Policy. 2. SABATIER, P. A. (1988). An advocacy coalition framework of policy change	Assignment: Quiz 2 on Blackboard. It covers today’s readings.
Week 4	February 10	RELIGION & SOCIAL WELFARE POLICY	1. Karger & Stoesz, Chapter 03: “Religion and Social Welfare. 2. Bauman, Z. (2000). Liquid Modernity	Assignment: Quiz 3 on Blackboard. It covers today’s readings. GROUP PRESENTATION
Week 5	February 17.	THE VOLUNTARY SECTOR	1. Karger & Stoesz, Chapter 06: “The Voluntary and For-Profit Sectors.” 2. Ranney, et. al. (1997). Citizens, local government and the development of Chicago’s near South Side, Discussion Paper No. 90	Assignment: Quiz 4 on Blackboard. It covers today’s readings. Group Presentation

Week 6	February 24	PRIVATIZATION OF HUMAN SERVICE CORPORATIONS	<p>1. Karger & Stoesz, Chapter 07: "Privatization and Human Service." 2. Utting, P. (2007). CSR and Equality</p>	<p>Assignment: Quiz 5 on Blackboard. It covers today's readings. Group presentation</p>
Week 7	March 02	INTERNATIONAL PERSPECTIVES/WORLD ECONOMIC SUMMIT	<p>World Summit on Economic Development: Each student will select a developing country of their choice and inform the class about:</p> <ol style="list-style-type: none"> 1. Country of choice. 2. System of government 3. Political economy 4. Economic development including per capita income, educational level, infant mortality rate. 5. Life expectancy <p>Suggest at least 2 economic strategies you propose for country and why.</p>	<p>Assignment: Quiz 6 on Blackboard. It covers today's readings group Presentation</p>
Week 8	March 09	DISCRIMINATION & POVERTY	<p>1. Karger & Stoesz, Chapter 04: "Discrimination in American Society", Karger & Stoesz, Chapter 05 "Poverty in America." 2. Gordon, et (1997). Multidimensional measures of child poverty. 3. Meyer & Sullivan (2012). Identifying the disadvantaged: Official poverty, consumption poverty and the new supplemental poverty Journal E. Perspective, 26(3), 111-36.</p>	<p>Assignment: Quiz 7 on Blackboard. It covers today's readings. Group Presentation</p>

Week 9	March 23	THE MAKING OF GOVERNMENTAL POLICY; ADVOCACY	<p>1. Karger & Stoesz, Chapter 08: “The Making of Governmental Policy.”</p> <p>2. Robert, J. (2000). African Decentralization, local actors, powers and accountability, UNRISD program on democracy and government and human rights, paper #8.</p>	<p>Assignment: Quiz 8 on Blackboard. It covers today’s readings.</p> <p>Group Presentation</p>
Week 10	March 30	MENTAL HEALTH POLICIES	<p>1. Karger & Stoesz, Chapter 13: “Mental Health and Substance Abuse.”</p> <p>2. McLellan, T. & Woodworth, A. M. (2014). The affordable care act and treatment for “Substance Use Disorders:” Implication of ending segregated behavioral healthcare</p>	<p>Assignment: Quiz 10 on Blackboard. It covers today’s readings.</p> <p>Group Presentation</p>
Week 11	April 06	SOCIAL INSURANCE PROGRAMS	<p>1. Karger & Stoesz, Chapter 10: “Social Insurance.”</p> <p>2. Read the chapters on New Deal, War on Poverty and Axinn and Stern (all on Blackboard under this week’s readings).</p>	<p>Assignment: Quiz 9 on Blackboard. It covers today’s readings</p> <p>Group Presentation</p>
Week 12	November 13	THE POLITICS OF FOOD	<p>1. Karger & Stoesz, Chapter 17: “The Politics of Food Policy and Rural Life”</p> <p>2. Thorbecke & Charumilind (2000). Economic Inequality and its socioeconomic World Development, 30 (9), 1417-1499.</p>	<p>Assignment: Quiz 11 on Blackboard. It covers today’s readings</p> <p>Group Presentation</p>
			<p>1. Karger & Stoesz, Chapter 14: “Criminal.”</p> <p>2. Beaver et , (2013). No evidence of racial discrimination in</p>	<p>Assignment: Quiz</p>

Week 13	April 20	CRIMINAL JUSTICE	criminal justice processing: Results from the National Longitudinal Study of Adolescent Health, Personality and Individual differences 55(2013), 29-34.	12 on Blackboard. It covers today's readings Group Presentation
Week 14	April 27	CHILD WELFARE POLICY	Karger & Stoesz, Chapter 15	Assignment: Quiz 13 on Blackboard. It covers today's readings Group Presentation
Week 14	May 04	LAST DAY OF CLASS/course wrap-up		

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

J. Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievance Policy:

See BSW Program Manual at: https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf
Or MSW Program Manual at: http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf

L. Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit <http://www.suicidepreventionlifeline.org/> for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit <http://www.uta.edu/caps/index.php>) or UT Arlington Psychiatric Services (817-272-2771 or visit <https://www.uta.edu/caps/services/psychiatric.php>) for more information or to schedule an

appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962. Below are some commonly used resources needed by students in online or technology supported courses: <http://www.uta.edu/library/services/distance.php>

The following is a list, with links, of commonly used library resources:

Library Home Page.....	http://www.uta.edu/library
Subject Guides.....	http://libguides.uta.edu
Subject Librarians.....	http://www-test.uta.edu/library/help/subject-librarians.php
Database List.....	http://www-test.uta.edu/library/databases/index.php
Course Reserves.....	http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog.....	http://discover.uta.edu/
E-Journals.....	http://utalink.uta.edu:9003/UTAlink/az
Library Tutorials	http://www.uta.edu/library/help/tutorials.php
Connecting from Off-Campus..	http://libguides.uta.edu/offcampus
Ask a Librarian.....	http://ask.uta.edu

N. Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

O. Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

P. Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request

honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Q. Title IX:

The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

R. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code: *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101,

S. Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are

responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

T. Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

U. Final Review Week:

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any

portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.