

**SOCIAL WORK 262: Social Welfare Policies & Programs**  
**3 credits, Section I**  
**Fall 2020**

**Hybrid Course: Synchronous: Monday from 3 pm to 5:50 PM**  
**Collaborate Ultra in Canvas**

**Instructor:** Kate Kipp, MSSW, APSW

**Office:** via Microsoft Teams or Collaborate Ultra

**Office Hours:** Mondays & Wednesdays: 10 AM to 2 PM  
 Evenings & Fridays by appointment

**Email:** [kkipp@uwsp.edu](mailto:kkipp@uwsp.edu)

**Final Exam:** At a date/time to be determined

**Course Pre-Requisites:** Sociology 101

**Required Text:**

DiNitto, Diana M., Johnson, David H. (2016). *Social Welfare: Politics & Public Policy*. Boston, MA: Pearson.

**Web Site:** NASW Code of Ethics

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

**Community (including Student) Rights & Responsibilities Website:**

[https://www.uwsp.edu/dos/Documents/2015\\_Aug\\_Community%20Rights%20and%20Responsibilities%20Web.pdf](https://www.uwsp.edu/dos/Documents/2015_Aug_Community%20Rights%20and%20Responsibilities%20Web.pdf)

**I. Course Description and Course Objectives**

This course introduces students to policy practice in public and private organizations and in community and legislative arenas. Students will learn to analyze social policy, understand policy implication, and research and analyze a policy for proposed change or implementation. This course will also emphasize the development and implementation of political strategy, policy formation, as well as the policy evaluation in historical context of social welfare policies in the United States, and the negotiation of policy changes.

1. Understand that policies define the context within social service delivery systems from micro to macro levels.
2. Analyze a specific social welfare policy to assess its effectiveness at combating social injustice and inequality.
3. Understand the value base of social policy practice, including value for diversity, and develop skills in cultural competence when analyzing policy
4. Understand the value of and skills necessary to engage in political action and policy practice.
5. Demonstrate the ability to utilize the results of evaluation and research to build effectiveness in understanding policy effectiveness.
6. Understand and implement negotiation techniques to affect policy advocacy or changes in policy.

**II. CSWE Core Competencies & Practice Behaviors Taught in this Course**

The following table contains the competencies and practice behaviors developed by the Council of Social Work Education (CWSE). When we intentionally teach and employ the competencies and behaviors through lecture,

discussion, independent and group projects, research, and practice; we are becoming ethical, skilled, and empowering social workers. The competencies and behaviors we will address as a class are in the table below. This course was designed to provide exposure to these competencies and serve as a foundation for the further development that will take place should a student be admitted into the social work major. Students pursuing further education in social work should familiarize themselves with these competencies.

The table below does NOT contain all CWSE practice behaviors, only those applicable to our coursework.

<b>Competencies Addressed</b>	<b>Practice Behaviors Addressed</b>	<b>Content Area(s)</b>
Competency 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> <li>• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</li> <li>• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</li> <li>• demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; and</li> <li>• use technology ethically and appropriately to facilitate practice outcomes.</li> </ul>	Weeks 5, 6, 7, 10, 13, 14, 15  Assignments PAPP
Competency 2: Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> <li>• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</li> <li>• present themselves as learners and engage clients and constituencies as experts of their own experiences; and</li> <li>• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li> </ul>	Weeks 1, 6, 8, 10, 14, 15  Assignments PAPP
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	<ul style="list-style-type: none"> <li>• Apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</li> <li>• engage in practices that advance social, economic, and environmental justice.</li> </ul>	Weeks 5, 6, 7, 8, 11, 12, 14  Assignments BRRP PAPP
Competency 4: Engage in Practice-informed Research and Research-informed Practice	<ul style="list-style-type: none"> <li>• Use practice experience and theory to inform scientific inquiry and research;</li> <li>• apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</li> <li>• use and translate research evidence to inform and improve practice, policy, and service delivery.</li> </ul>	Weeks 5, 6, 13
Competency 5: Engage in Policy Practice	<ul style="list-style-type: none"> <li>• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</li> <li>• assess how social welfare and economic policies impact the delivery of and access to social services; and</li> <li>• apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</li> </ul>	Weeks 3, 4, 7, 8, 11, 12, 13, 14  Assignments BRRP PAPP

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</li> <li>• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul>	Weeks 8, 15
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>• Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; and</li> <li>• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul>	Weeks 4, 8, 15
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>• Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</li> <li>• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; and</li> <li>• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;</li> </ul>	Week 15
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.	<ul style="list-style-type: none"> <li>• Select and use appropriate methods for evaluation of outcomes;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</li> <li>• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</li> <li>• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</li> </ul>	Week 4  Assignments PAPP
Key to Abbreviation Book Response/Reaction Papers I, II, III, IV: BRRP Policy Analysis Project: Parts I, II, III: PAPP		
Source: Council on Social Work Education <a href="https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx">https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx</a>		

### **III. Course Format and Expectations**

#### **CLASS FORMAT**

Classes will be structured to meet synchronously in Collaborate Ultra and will include lecture, discussion, media clips, individual and group exercises. Each class will be recorded and posted for any student unable to attend at the scheduled time.

Virtual Classroom Etiquette Tips/Reminders:

- Ensure your workspace is quiet, clean, and has an appropriate background or, use a virtual background.
- Check your Wi-Fi, test your video and audio, and get familiar with the software before entering the meeting. Keep your microphone on mute until speaking.
- Collaborate Ultra includes nonverbal feedback buttons for raising your hand, responding yes or no, asking the host to adjust speed, requesting a break, etc. that can be utilized during class.
- Be on time to meetings, dress appropriately, and behave in a professional manner when using video.
- Pay attention to your video, microphone, and screen sharing settings to avoid embarrassing mistakes. Always keep breakout rooms appropriate.

**RECORDING AND SHARING RECORDED CLASS CONTENT**

Lecture materials and recordings for SOC/SW 261 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

**COURSE REQUIREMENTS**

Podcast/discussion post	=	15 pts
Participation	=	130 pts.
Reaction Papers	=	60 pts.
Policy Analysis Papers	=	80 pts.
Midterm Exam	=	100 pts.
Final Exam	=	100 pts.
Total		485 pts.

- **Students are required to attend class and read all assignments before attending the class** for which they are assigned. Students should be prepared to take part in discussion, experiential, and written assignments in class.
- Students are asked to post a reaction to each guest speaker in the discussion area of Canvas. Each reaction is worth 10 points. If you do not attend class when a guest speaker is scheduled, you may not make up this discussion post.
- All assignments are posted in the content area in Canvas.
- If extensions are needed on assignments, it is your responsibility to discuss this with me prior to the due date. If assignments are turned in late (and accepted by the instructor), partial credit will be given.

**EXAMS**

There are two exams in the course of the semester. Exams will include short answer, and essay questions. Each exam is worth 100 pts. If possible, exam reviews will take place the class period prior to each scheduled exam.

**GRADING SCALE**

A	=	94-100
A-	=	91-93
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	60-67
F	=	59 and below

**WRITING ASSIGNMENTS**

- Papers will be graded on accuracy, breadth of content, consideration of social work principles, development of ideas, spelling, and grammar.
- Spelling and grammar should be checked prior to submitting assignments and discussion posts. Please do not rely on spell and grammar check as your only editorial tools.
- When outside sources are used, ALL references must appear in a reference list at the end of the paper in APA formatting.
- Students will lose points for assignments that are turned in late. If extensions are needed on assignments, this must be discussed with prior to the due date.
- The grading scheme for each assignment can be found in Section VII of this syllabus.

**ATTENDANCE**

Students are expected to attend all days the class is scheduled to meet. The instructor will also take attendance at the beginning of each class.

Excused absences are limited to documentable illnesses, personal or family emergency, or religious observation during class hours.

For any absence, a student is required to:

- Notify the instructor PRIOR to class. If this is impossible, a student must email the instructor as soon as possible to explain what happened.
- Read all readings and review the PowerPoint for the missed class.
- Students must take initiative to ask questions to understand class content for the missed class.

For any unexcused absence, a student will not receive attendance points (10 points) for the missed class. Students who arrive to class late will receive partial attendance points (8 points).

For students unable to attend the class in the Virtual Classroom, recorded lectures will be posted. You must notify the instructor that you intend to watch the lecture, complete the activities and write a two-page summary paper. The summary paper must be uploaded no later than one week after the date of the class missed. Canvas will have a dropbox titled, Summary Papers. Each summary paper is worth 10 points which is the equivalent of in person attendance points.

**LATE PAPERS/MISSED EXAMS/INCOMPLETES**

Students are expected to complete course work by the date that it is due. Late work will NOT be accepted. Canvas date stamps all late work as “submitted late.” **The instructor will not grade late work.**

Students are responsible to contact the instructor to negotiate an alternate date if a compelling reason exists for an extension. Students must do this **BEFORE THE DUE DATE**.

The same process is necessary to request an incomplete. Requesting an extension does not automatically mean a student will receive one.

### **PLAGIARISM**

Plagiarism—using words or ideas of another person without citation—will result in a failing grade for the course and may lead to other disciplinary action. Any quotation, specific fact, or major idea taken from a book, article, or other source, must be cited in APA formatting with its page number within the paper, as well as being included in the reference list at the end of the paper. If a student does not do this, it is plagiarism.

### **SPECIAL NEEDS**

Students who have special needs that affect their participation in the course must notify the instructor if she/he/they wishes to have accommodations considered in either instruction or examinations. Students are encouraged to contact the instructor as early in the semester as possible to discuss special needs. The instructor must receive all required supporting documentation from Disability Services.

Students may also seek assistance at the Disability Services office, which is located in room 609 of the Learning Resource Center. More information about disability services is available at their website: <http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx>

### **CONFIDENTIALITY**

In this course, we will be discussing case examples about real people. It is important that class members respect the confidentiality of the people who are discussed. Members of the class may wish to make comments that they do not want repeated outside of the classroom. The class is expected to respect the confidentiality of their fellow students.

### **GROUND RULES FOR CLASS PARTICIPATION**

We are working to develop knowledge, skills, and values that are consistent with the social work profession. Sexism, racism, classism, ableism, and heterosexism exist. We all have misinformation, and sometimes prejudices, about groups of people. One of the goals of this class is to learn accurate information that will help us change prejudice and discrimination--our own and that of others. In order to do this, we need to practice changing what we say after we have learned that we have misinformation. We need to practice not blaming people for their positions in life. We need to look for accurate information about all people and actively work against spreading myths and stereotypes that exist about people. Sometimes we need to take risks such as asking for information and expressing opinions. No one is expected to be perfect in this effort. Everyone is expected to try. It is the instructor's goal is to make the classroom a safe place to practice gathering and using new information.

Students are expected to attend class regularly and read all assignments before attending the class for which they are assigned. Students should be prepared to take part in discussion, experiential, and written assignments in class. **Cell phone use, including texting, is forbidden during class. Students may use a laptop however a discussion with the instructor is required prior to use in class.**

## **RIGHTS AND RESPONSIBILITIES**

For more information on rights and responsibilities associated with being a student at UWSP, please see the UWSP Community Bill of Rights and Responsibilities at:

<http://www.uwsp.edu/admin/stuaffairs/rights/rightsCommBillRights.pdf>

## **POLICY RELATED TO SEXUAL VIOLENCE ON THE UWSP CAMPUS:**

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that a student decides to disclose surviving sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that instructors notify UWSP Dean of Students Troy Seppelt.

The Dean of Students or designee will contact a student to let you know about accommodations and remedies available at UWSP and in our community. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. <http://www.uwsp.edu/dos/Pages/default.aspx>

\*If it is determined that an alleged perpetrator poses an imminent threat to the broader campus community or if person(s) under 18 years of age are involved, UWSP employees are required to notify the Title IX Coordinator, Pam Dollard, and/or law enforcement.

## **EMERGENCY PROCEDURES**

In the event of a medical emergency call 911. Offer assistance if trained and willing to do so. Guide emergency responders to a victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans) for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner. Meet at the Sun Dial. Notify instructor or emergency command personnel of any missing individuals.

In the event of an active shooter – Run/Escapes, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders. See UW-Stevens Point Emergency Management Plan at [www.uwsp.edu/rmgt](http://www.uwsp.edu/rmgt) for details on all emergency response at UW-Stevens Point.

## **V. Course Schedule**

Changes to the syllabus will be announced as far ahead of time as possible.

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>DUE DATES</b>
1	08/31/2020	No class, no content	
2	09/07/2020	Course introduction	
3	09/14/2020	Politics & Policy Making Process	Book Selection Post - 09/20/2020
4	09/21/2020	Evaluating Policy	In Class Discussion of Policy Project
5	09/28/2020	History of Social Welfare Policy	Reaction Paper I - 10/04/2020

6	10/05/2020	Poverty	Policy Analysis Wksht - 10/11/2020
7	10/12/2020	Preventing Poverty	Policy Analysis Part I - 10/18/2020
8	10/19/2020	TANF/W2	Reaction Paper II - 10/25/2020
9	10/26/2020	Economic Assistance & low-income families	
10	11/02/2020	Disability policy	<b>EXAMI</b>
11	11/09/2020	Healthcare	Reaction Paper II – 11/15/2020
12	11/16/2020	Education & Employment	Podcast Discussion post – 11/22/2020
13	11/23/2020	Social Services	Policy Analysis Part II- 11/29/2020
14	11/30/2020	Creating policy, Part I	Reaction Paper III – 12/6/2020
15	12/07/2020	Creating policy, Part II	Policy Analysis Part III – 12/13/2020
Exam		Exam II to be determined	
Synchronous	Class is held live in Collaborate Ultra from 3 PM to 5:50 PM		
Asynchronous	Recorded lectures and materials will be posted by 3 PM on the date of class.		

## VI. Course Outline

Week 1	No content, no class
Week 2	<b>Topic</b> Introductions, Course Expectations, and syllabus  <b>Read:</b> None
Week 3	<b>Topic:</b> Introductions  <b>Read:</b> Chapter One: Politics and the Policy Making Process  <b>Assignment:</b> Choose and obtain paperback book from list and post your book selection in the discussion post.
Week 4	<b>Topic:</b> Evaluating Policy  <b>Read:</b> Chapter Two: Analyzing, Implementing, and Evaluating Social Welfare Policy  In-class discussion of policy analysis project



Week 5	<p><b>Topic:</b> History of Social Welfare Policy; research project discussion</p> <p><b>Read:</b> Chapter 3: Politics and the History of Social Welfare Policy</p> <p><b>Assignment: Read chosen book:</b></p> <ul style="list-style-type: none"> <li>○ Cantú: p. 1-62</li> <li>○ Desmond: Part 1: RENT</li> <li>○ Lamb: p. 1-63</li> <li>○ Stevenson: Introduction, Chap. 1-3</li> <li>○ Rothstein - TBD</li> </ul> <p><b>Assignment:</b> Reaction paper due by 11:59 PM on 10/04/2020.</p>
Week 6	<p><b>Topic:</b> Poverty</p> <p><b>Read:</b> DiNitto, Chapter 4: Ending Poverty: Is It an Issue Anymore?</p> <p><b>Assignment:</b> Complete Policy Analysis project worksheet by 11:59 PM on 10/11/2020.</p>
Week 7	<p><b>Topic:</b> Preventing Poverty</p> <p><b>Read:</b> DiNitto, Chapter 5: Social Insurance and Personal Responsibility</p> <p><b>Assignment:</b> Policy Analysis Paper I- Services, benefits, and gaps by 11:59 PM on 10/18/2020.</p>
Week 8	<p><b>Topic:</b> TANF/W2</p> <p><b>Read:</b> DiNitto, Chapter 7: Helping Needy Families: An End to Welfare as we knew it</p> <p><b>Assignment: Read: chosen paperback book:</b></p> <ul style="list-style-type: none"> <li>○ Cantú: p. 62-123</li> <li>○ Desmond: Part 2: OUT</li> <li>○ Lamb: p. 64-132</li> <li>○ Stevenson: Chap. 4-7</li> <li>○ Rothstein - TBD</li> </ul> <p><b>Assignment:</b> Reaction Paper II Due by 11:59 PM on 10/25/2020.</p>
Week 9	<p><b>Topic:</b> Economic Assistance for Low Income Families</p> <p><b>Read:</b> DiNitto, Chapter 6: Disability Policy: Embracing a Civil Rights Perspective</p> <p>Exam Review on 10/26/2020.</p>
Week 10	<p><b>Topic:</b> Disability Policy/Policy group work</p> <p><b>MIDTERM EXAM</b> - complete in Canvas under Quizzes</p>

Week 11	<p><b>Topic:</b> Healthcare</p> <p><b>Read:</b> DiNitto, Chapter 8: Financing Healthcare: Can all Americans be insured?</p> <p><b>Read: chosen book:</b></p> <ul style="list-style-type: none"> <li>○ Cantú: p. 123-178</li> <li>○ Desmond: Part 3, AFTER</li> <li>○ Stevenson: Chap. 8-11</li> <li>○ Land: p. 133-209</li> <li>○ Rothstein - TBD</li> </ul> <p><b>Assignment:</b> Reaction Paper II due by 8:00 AM on 11/15/20.</p>
Week 12	<p><b>Topic:</b> Education and Employment</p> <p><b>Read:</b> DiNitto, Chapter 9: Preventing Poverty: Education and Employment Policy</p> <p><b>Assignment:</b> Listen to podcast and post discussion due by 11:59 PM on 11/22/2020.</p>
Week 13	<p><b>Topic:</b> Social Services</p> <p><b>Read:</b> DiNitto, Chapter 10: Providing Social Services: Help for children, older Americans, and individuals with mental and substance use disorders</p> <p><b>Assignment:</b> Policy Analysis paper II- History and Ideology due at 11:59 PM on 11/29/2020.</p>
Week 14	<p><b>Topic:</b> Creating Policy within a diverse society</p> <p><b>Read:</b> DiNitto, Chapter 11: The Challenges of a Diverse Society: Gender and Sexual Orientation</p> <p><b>Read: chosen paperback book:</b></p> <ul style="list-style-type: none"> <li>○ Cantú: p. 178-247</li> <li>○ Desmond: Epilogue: Home and Hope; About this Project</li> <li>○ Land: p. 209-270</li> <li>○ Stevenson: Chap. 12- Epilogue</li> <li>○ Rothstein - TBD</li> </ul> <p><b>Assignment:</b> Reaction Paper III due by 11:59 PM on 12/06/2020.</p>
Week 15	<p><b>Topic:</b> Creating Policy within a Diverse Society</p> <p><b>Read:</b> DiNitto, Chapter 12: The Challenges of a Diverse Society: Race, Ethnicity, and Immigration</p> <p><b>Assignment:</b> Policy Analysis Part III by 11:59 PM on 12/13/2020.</p>
Exam II	<b>Exam II</b>

## **POLICY ANALYSIS RESEARCH PROJECT**

Students will choose a specific social welfare policy to research and analyze over the course of the semester.

1. Students will complete the **Policy Analysis worksheet** to identify their policy selection (5 points).
2. **Policy Analysis Part I- Services, Benefits, and Gaps (25 pts):**
  - a. Examine Program Information provided through government and agency websites, brochures, social service agencies, etc. and
  - b. Provide an overview and goals of the policy
  - c. Describe eligibility criteria and the clientele served
  - d. Outline the services and benefits provided
  - e. Identify any potential eligibility or service gaps. Are there persons the program may not be reaching? What barriers to services exist?
  - f. Use Headings to organize your paper; write in APA format. This paper should be approximately 3 pages in length in addition to the reference page.
3. **Policy Analysis Paper II-History and Ideology (25 pts)**
  - a. Define the historical problem behind the policy
    - i. What was going on in history at the time this policy was implemented?
    - ii. Why was this policy implemented at that specific time?
    - iii. What problem in society led to the development of this specific policy?
  - b. Describe the Political ideology surrounding the policy
    - i. When reviewing goals, services, funding, design, implementation, etc., is this a conservative or liberal policy or both?
    - ii. Note: This is not determined by the political party in power at the time the policy was enacted, but rather by the various aspects of the policy. Some policies have aspects of both liberal and conservative ideology.
    - iii. Please write in APA format and use headings to organize your paper. This paper should be approximately 3 pages in length in addition to the reference page.
4. **Policy Analysis Paper III- Evaluation (25 pts)**
  - a. Describe your personal perspective on the policy. Use some of the questions below as a guide to your evaluation.
    - i. Are intended services being delivered to the intended persons?
    - ii. Are the outcome goals being achieved?
    - iii. Is the problem made better?
    - iv. Are resources being used efficiently? Is the cost reasonable to the benefits?
    - v. Is this policy doing its job at combating poverty and inequality?
    - vi. How could the policy be improved? Would alternative approaches yield benefits at a lesser cost?
    - vii. What general recommendations or suggested changes to the policy would improve the outcomes?
    - viii. Write this paper in APA format, use headings, and include a reference page. This paper should be approximately 3 pages in length.

## **SUPPLEMENTAL BOOK REACTION PAPERS**

Four times in the course of the semester, you will submit brief response/reaction papers on your chosen paperback book. Each response/reaction paper is worth 15 points.

Topic ideas may include (but are not limited to):

- What forms of oppression and discrimination are identified in your book? Does the book change your perspective on these issues?
- What barriers do the characters in the book experience to achieving social and economic equality?
- What suggestions do you have for policy development and/or changes that could improve the situations for the individuals in the book?
- What are your thoughts on the government's response to the social problems discussed in your book?

\*These papers should be written in APA format. Please do not simply summarize the chapters. I am interested in your perspective and reflection on the ideas presented in your book.

### **Books for Supplemental Book Reaction Papers**

Please select one (1) of the following books to read and critique. You will be required to submit reflection papers on your selected book four times during the course of the semester.

**Cantú, Francisco.** *The line becomes a river: Dispatches from the border (2018)*. For Francisco Cantú, the border is in the blood: his mother, a park ranger and daughter of a Mexican immigrant, raised him in the scrublands of the Southwest. Haunted by the landscape of his youth, Cantú joins the Border Patrol. He and his partners are posted to remote regions crisscrossed by drug routes and smuggling corridors, where they learn to track other humans under blistering sun and through frigid nights. They haul in the dead and deliver to detention those they find alive.

Cantú tries not to think where the stories go from there. Plagued by nightmares, he abandons the Patrol for civilian life. But when an immigrant friend travels to Mexico to visit his dying mother and does not return, Cantú discovers that the border has migrated with him, and now he must know the whole story. *The Line Becomes a River* makes urgent and personal the violence our border wreaks on both sides of the line.

**Desmond, Matthew.** *Evicted: Poverty and profit in the American city (2016)*. In Milwaukee, Desmond moved into a trailer park and then to a rooming house on the -poverty-stricken North Side and diligently took notes on the lives of people who pay 70 to 80 percent of their incomes for homes that, objectively speaking, are unfit for human habitation. He takes readers into the poorest neighborhoods of Milwaukee, where families spend most of their income on housing and where eviction has become routine—a vicious cycle that deepens our country's vast inequality. Based on years of embedded fieldwork and painstakingly gathered data, *Evicted* transforms our understanding of extreme poverty and economic exploitation while providing fresh ideas for solving a devastating, uniquely American problem.

**Land, Stephanie.** *Maid: Hard work, low pay, and a mother's will to survive (2019)*. While the gap between upper middle-class Americans and the working poor widens, grueling low-wage domestic and service work—primarily done by women—fuels the economic success of the wealthy. Stephanie Land worked for years as a maid, pulling long hours while struggling as a single mom to keep a roof over her daughter's head. In *Maid*, she reveals the dark truth of what it takes to survive and thrive in today's inequitable society. While she worked hard to scratch her way out of poverty as a single parent, scrubbing the toilets of the wealthy, navigating

domestic labor jobs, higher education, assisted housing, and a tangled web of government assistance, Stephanie wrote stories of overworked and underpaid Americans. *Maid* explores the underbelly of upper-middle class America and the reality of what it's like to be in service to them.

**Rothstein, Richard. *The Color of Law* (2017).**

From the back of the book, “The Color of Law is a groundbreaking investigation into how U.S. governments in the twentieth century deliberately imposed racial segregation on metropolitan areas nationwide. Richard Rothstein has painstakingly documented how our cities, from San Francisco to Boston- became so divided. Rothstein describes how federal, state, and local governments systemically imposed residential segregation with undisguised racial zoning, public housing that purposefully severed previously mixed communities, subsidies for builders to create whites-only suburbs, tax exemptions for prejudiced institutions, and support for violent resistance to African Americans in white neighborhoods.”

**\*\*PLEASE LISTEN TO THE RECORDED LECTURE FOR 09/07/2020 BEFORE SELECTING THIS TEXT\*\***

**Stevenson, Bryan. *Just Mercy: A story of Justice and Redemption* (2014).** Unfairness in the Justice system is a major theme of our age. DNA analysis exposes false convictions on a regular basis. The predominance of racial minorities in jails and prisons suggests systemic bias. Sentencing guidelines born of the war on drugs look increasingly draconian. Studies cast doubt on the accuracy of eyewitness testimony. Even the states that still kill people appear to have forgotten how; lately executions have been botched to horrific effect. Stevenson is the co-founder of the Equal Justice Initiative, and this book focuses mainly on that work, and those clients. Stevenson has worked to free scores of people from wrongful or excessive punishment, arguing five times before the Supreme Court. His writing reaffirms that we should judge the character of a society by how they treat the poor, the condemned, and the incarcerated. He reminds us that people should be defined by more than the worst thing they have done, and he challenges capital punishment in this country by asking, “Do we deserve to kill?”