

The University of Texas
Steve Hicks School of Social Work

Course No.:	SW n382R	Instructor:	Rayven Plaza
Unique No.:	88720	Email:	rplaza@utexas.edu
Semester:	Summer 2019	Office:	SSW 3.130D
Meeting Time:	1:30pm – 4:00pm Tu./Th.	Office Hours:	Tu./Th. 12:30pm – 1:30pm
Meeting Place:	SSW 2.132	Other times by appointment (e-mail me at least 48 hours in advance	

SOCIAL POLICY ANALYSIS & SOCIAL PROBLEMS

I. Course Description

This course critically examines, from both historical and current perspectives, the overall structure of the American social welfare system with a focus on the disproportionate social, economic, and political problems of vulnerable populations. The course also considers the parallel historical development of the profession of social work, including the ways in which it responded to social problems across key periods of social welfare policy development.

II. Course Objectives

Upon completion of this course you will be able to:

1. Understand the dominant historical themes that have shaped social welfare policy in the United States
2. Understand the economic and political constraints and opportunities in the development of social welfare problems and policies
3. Understand the relationship between the history of the social work profession and the development of social welfare policy
4. Apply social work values to critically analyze social problems
5. Gain knowledge and skills as a background for analyzing major policies that form the foundation of social welfare and analyze organizational, local, state, national and international issues in social welfare policy and social service delivery
6. Understand social welfare policy arenas impacting service delivery, social work practice, and attainment of individual and social well-being
7. Understand how social policies differentially affect diverse populations in American society
8. Gain knowledge of the roles and responsibilities of social workers in the policy process, including advocacy, leadership, research, and community organizing, with the goal of promoting and advocating for social and economic justice through both organizational and social change.

III. Teaching Methods

This course combines lectures/discussions of policy analysis methods and issues, individual meetings with the instructor, and students' in-class presentations.

IV. Required Text and Materials

Required readings are available on Canvas or are readily accessible online (links will be provided). There is one required textbook:

The New Structural Social Work, 4th edition by Bob Mullaly & Marilyn Dupre
ISBN: 9780199022946

V. Course Requirements

Assignments (100% of final grade)

Paradigm Paper: “Defining the Social Problem” (10% of grade, Pass/Fail) is due Session 10, July 11th. Please bring a paper copy to class (and submit your paper to Canvas)

For this assignment you will develop three versions of a social problem statement, reflecting three different political paradigms: Populist, Neo-conservative, Liberal (or Neo-liberal), Social Democratic, Feminist, or Marxist. **You may pick the two paradigms that are most relevant to your social policy but everyone is expected to develop one social problem statement from an Anti-Racism paradigm.** From each social problem paradigm, you will identify:

- What is the definition of the social problem (why is it a problem? This usually involves citations of evidence)
- For whom is this a social problem? How is society or individuals being impacted? Why is intervention warranted?
- Why does the social problem exist? What issues need to be addressed or situations altered to solve the problem (targets of change)?
- To whom falls the responsibility to solve the social problem? What is the role of government in facilitating a solution and what might a solution look like?

A concluding paragraph will analyze the problem in the framework in the context of the NASW Code of Ethics.

This paper should be 2-3 single-spaced typed pages. Please bring a copy to class for discussion and upload to Canvas. This paper is pass/fail and you will not receive written feedback.

“Policy or Research Brief” is due in three parts (Total 70% of your grade/70 points).

Research Briefs: Individuals who do a research brief will structure the analysis around a (reasonable in scope) research question and analysis. Analytic tools will be discussed Session 4 and may intersect with methodology stemming from your research electives. You will be provided a grading rubric separately.

Policy Briefs: Individuals who do a policy brief will structure the analysis around a comparative matrix table or an original data visualization. These policy tools will be covered during Session 3 and 5. You will be provided a grading rubric separately.

- 1) Analysis (20% of your grade, 20 points) is due Session 6, **June 20th**. This will consist of table(s) of results from an original data analysis, a policy matrix, or an original data visualization. You will be required to provide references for your sources. Original data analyses will require some brief description of data sources and methodological approach (can be bulleted). If your grade is below 15 points, you may revise your analysis for additional credit (up to 15 points maximum).
- 2) Draft Paper (20% of your grade, 20 points) is due Session 11, **July 16th**. This will be a revision of your analysis (based on feedback) and the remainder of your policy or research brief. You will be provided a grading rubric, which will be focused primarily on substance.

The goal is for each student to produce a polished piece of policy writing that will be an important product in its own right and also useful for the student as a work sample in applying for jobs or further study. To further improve the final written product, students will peer review two papers between weeks 13 and 14 (10% of grade, 10 points for both). A guideline for peer-review will be provided. Individuals who do not upload their paper for peer review will still be assigned as reviewers.

- 3) Final Policy or Research Brief (30% of your grade, 30 points). The final product for this assignment should be between 3-5 (1.5 spaced) pages in length, including references (format of references will be discussed in class) but not including the research tool. This assignment will be uploaded to Canvas.

“Policy Testimony” is due either **Session 13 or 14 or 15**, depending on what day you sign-up to present (10% of grade, or 10 points).

You will produce **3 minutes** of written testimony which you will deliver orally in class and hand in to the instructor. You will be graded on the strength of your written testimony (substantively sound and well-written) and your preparation for reading this orally (following time parameters, polished and practiced). You will create (and hand in) a 1 page Q & A that you produce in advance to prepare you for taking class questions. The class will be allowed to ask you one or two questions and will be encouraged to provide you feedback on what points were the most compelling and what points were the most weak. You are allowed to provide the class with a 1 page hand-out (optional). In summary, this assignment will produce:

- 3 minutes worth of written testimony, *handed in during class and uploaded to Canvas*
- 1 page of Q & A, produced by the student to prepare for the testimony, *handed in during class and uploaded to coursework with written testimony.*

EXTRA CREDIT: Targeted Tools of Government Analysis (worth a maximum of 5 points)
For this extra credit assignment, you can **describe the levels of government that most prominently intersect with your social problem or topic of interest.** For each tool identified, you will give an example of relevant policy and the stakeholders involved in the decision. For example, if I study health insurance for the poor in the United States, I might describe the role of the President Obama and Congress in establishing the Affordable Care

Act (ACA), Congress' attempts at repeal, state action in legislation and administrative implementation, and the role of the Supreme Court (judiciary) in giving more power to states. I would describe the major stakeholders: Centers for Medicare and Medicaid Services (CMS), low-income uninsured individuals, liberal and conservative voters, Republicans and Democrats, the major health care industry players (insurers, employers, states, physicians, hospitals, pharma, advocacy groups, etc). The overarching goal of this assignment is to identify where government or political action takes place with your issue. If your goal is to solve this social problem, to whom would you appeal?

This extra credit paper should be 1-3 single-spaced typed pages and uploaded to Canvas **by July 25th**.

Summary of Assignments

<i>Assignment</i>	<i>Maximum Points</i>	<i>Date Due</i>	<i>How to Submit</i>
Analysis	20	June 20	Canvas
Paradigm Paper	10	July 11	In Class & Canvas
Draft Paper	20	July 16	Canvas
Peer Review	10 (2 X 5)	July 23	Canvas
Policy Testimony	10	July 23, 25, 30	In Class & Canvas
Final Paper	30	July 30	Canvas
Extra Credit	5	July 25	Canvas

VI. Grades

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. Class Policies

Students are expected to attend each class, prepare for each class by doing the required reading, and participate in class discussion and activities. In the event that you have to miss a class due to illness or other excusable reason, please email me and copy the TA. A beginning of class quiz will be used to monitor attendance.

Late assignments will result in 1 point lost per day, up to 5 points (1 point = 1 percentage from your total grade). Assignments turned in after the start of class on the day the assignment is due will be considered late. No assignments will be accepted after 5 pm on August 6th.

VIII. University Policies

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a

learning environment that is free from discriminatory conduct based on gender. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or 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 notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. Course Schedule

Class	Date	Topic	Assignment Due	Readings
1	June 6	Foundations for a Career in Policy Practice = Communication		None!
2	June 11	Ethics in Policy Analysis		<p>Required: <i>Media Bias, Version 4.0: (ad fonts media)</i>. Available at: https://www.adfontesmedia.com/ (this is a great example of data visualization as well!)</p> <p>Required: <i>The Seven Deadly Sins of Statistical Misinterpretation and How to Avoid them</i>. (Louis & Chapman). Available at: http://theconversation.com/the-seven-deadly-sins-of-statistical-misinterpretation-and-how-to-avoid-them-74306</p> <p>Required: <i>The Parable of Google Flu: Traps in Big Data Analysis</i>. (Lazer, Kennedy, King & Vespignani). Available at: https://gking.harvard.edu/files/gking/files/0314policyforumff.pdf</p> <p>Required: <i>A Quick Guide to Spotting Graphics that Lie</i>. (Esteban). National Geographic. Available at: https://news.nationalgeographic.com/2015/06/150619-data-points-five-ways-to-lie-with-charts/</p>

3	June 13	Comparative Matrix Tables		<p>Required: <i>Changing Food Industry Practices that Contribute to Diet-Related Chronic Diseases, Policy Brief</i>. (Freudenberg). CUNY Urban Food Policy Institute. September, 2018. Available at: https://static1.squarespace.com/static/572d0fcc2b8dde9e10ab59d4/t/5ba1548c0e2e72d7fdf214b8/1537299597099/Policy-Brief-Changing-Food-Industry-Practices-that-Contribute-to-Diet-related-Chronic-Diseases-20180918.pdf</p> <p>Required: <i>How School Privatization Opens the Door for Discrimination, Policy Brief</i>. (Mead & Eckes). National Education Policy Center. December 2018. Available at: https://nepc.colorado.edu/publication/privatization</p> <p>Required: We Read Democrats' 8 Plans for Universal Health Care. Here's How they Work. (Kliff & Scott). Vox. December 2018. (Pay attention to TABLE). Available at: https://www.vox.com/2018/12/13/18103087/medicare-for-all-single-payer-democrats-sanders-jayapal</p>
4	June 18	Practical Policy Research (Quick & Dirty)		<p>Required: <i>21st Century SROs: Can Small Housing Units Help Meet the Need for Affordable Housing in New York City?</i> Policy Brief, NYU Furman Center, January 2018. Available at: http://furmancenter.org/files/NYUFurmanCenter_SRObrief_14FEB2018.pdf</p> <p>Required: <i>HHS Could Do More to Support States' Efforts to keep Children in Family-Based Care</i>. Available at: http://www.gao.gov/products/GAO-16-85 (Read full report and 1 page "highlights").</p> <p>Required: <i>Opting Out of Medicaid Expansion: The Health and Financial Impacts</i>. Dickman, Himmelstein, McCormick, and Woolhandler (2014). Health Affairs Blog. Available at: https://www.healthaffairs.org/doi/10.1377/hblog20140130.036694/full/</p>

5	June 20	Data Visualization & Skills Lab		<p>Required: <i>This is the Best Explanation of Gerrymandering You Will Ever See</i>. Washington Post (March 1st, 2015). Available at: https://www.washingtonpost.com/news/wonk/wp/2015/03/01/this-is-the-best-explanation-of-gerrymandering-you-will-ever-see/?utm_term=.3d8ab261a30f</p> <p>Required: Review the NY Times Infographic “The Federal Budget, Per Person”, available at: http://www.nytimes.com/interactive/2014/01/19/us/budget-proposal.html</p> <p>Required: <i>How Gun Traffickers Get Around State Gun Laws</i>. NY Times infographic available at: http://www.nytimes.com/interactive/2015/11/12/us/gun-traffickers-smuggling-state-gun-laws.html</p> <p>Required: <i>Data Visualization Checklist</i> by Stephanie Evergreen and Ann Emery. Available at: https://datavizchecklist.stephanieevergreen.com/assets/DataVizChecklist_Feb2018.pdf</p> <p>Please come to class with ideas for your own policy tool or data analysis. We will be practicing the skills learned the previous two weeks in small groups.</p>
6	June 25	Populist & Neo-Conservative Paradigms	Analysis Due via Canvas	<p>Required: The New Structural Social Work, Chapters 1, 3</p> <p>Required: <i>Trump, Brexit, and the Rise of Populism: Economic Have-Nots and Cultural Backlash</i>. Inglehart & Norris (August 2016). Faculty Research Working Paper Series. Available at: file:///C:/Users/ha2332/Downloads/RWP16-026 Norris.pdf</p>

				Additional reading about modern Fascism (optional): <i>A Normie's Guide to the "Alt-Right" Version 3.</i> Available at: https://katana17.files.wordpress.com/2016/09/daily-stormer-a-normies-guide-to-the-alt-right-ver-31.pdf
7	June 27	Liberal and Social Democratic Paradigms		Required: The New Structural Social Work, Chapters 2, 4, 5
8	July 2	Marxist, Feminist & Anti-Racist Paradigms		Required: The New Structural Social Work, Chapters 6, 7, 9 (can skip section on Postmodernism) Required: NASW Code of Ethics. Available at: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English Recommended: How Racism Has Shaped Welfare Policy in America Since 1935. Available at: http://theconversation.com/how-racism-has-shaped-welfare-policy-in-america-since-1935-63574 For fun (optional): Take a political ideology quiz at http://www.gotoquiz.com/politics/political-spectrum-quiz.html or https://www.politicalcompass.org/test
9	July 9	Catch up week/Guest speaker		
10	July 11	Tools of Government: Legislative	Paradigm Paper Due in Class & via Canvas	Required: <i>How Laws are Made</i> . Wirth & Cooper Guasco (2010). Available at: http://www.mikewirthart.com/wp-content/uploads/2010/06/howlawsmadeWIRTH2.jpg Required: Play "Lawcraft" Available at: https://www.icivics.org/games (optional for those with a strong understanding of the legislative process) Required: <i>Undocumented Immigrants and Higher Education Policy: The Policymaking</i>

				<p><i>Environment of New York State</i>. Nienhuser (2015). The Review of Higher Education, Volume 38, Number 2, pp 271-303. Available at: https://muse.jhu.edu/article/563940/summary (click on access options available, top right corner).</p> <p>Required: <i>The Law and Social Science of Stop and Frisk</i>. Meares (2014). Annual Review of Law and Social Science, Volume 10, pg. 335-352. Available at: http://www.annualreviews.org/doi/abs/10.1146/annurev-lawsocsci-102612-134043</p>
11	July 16	Tools of Government: Executive and Judicial	Draft Paper Due via Canvas	<p>Required: <i>Separated Powers in the United States: The Ideology of Agencies, Presidents, and Congress</i>. (Clinton, et. Al). American Journal of Political Science, Volume 56, Issue 2, pg. 341.345. Available at: http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5907.2011.00559.x/full</p> <p>Required: <i>The Temptation of Executive Authority: How Increased Polarization and the Decline in Legislative Capacity Have Contributed to the Expansion of Presidential Power</i>. (Carmines & Fowler). Indiana Journal of Global Legal Studies, Vol. 24, Issue 2. 2017. Available at: https://muse.jhu.edu/article/678118#back (download button is to the right in HTML or pdf).</p> <p>Required: Play “Executive Command”. Available at: https://www.icivics.org/games (optional for those with a strong understanding of executive administration).</p> <p>Required: <i>Indigenous People, Human Rights, and Consultation: The Dakota Access Pipeline</i> (Mengden). American Indian Law Review 41 (2016-2017). Available at: http://heinonline.org/HOL/Page?handle=h</p>

				<p>ein.journals/aind41&div=6&g_sent=1&casa_token=&collection=journals (scroll down left side to select this article).</p> <p>Required: Play “Court Quest” and “Supreme Decision”. Available at: https://www.icivics.org/games (optional for those with a strong understanding of law).</p>
12	July 18	Other Tools of Government: Budgets, Global Organizations, Religion, Industry, Advocates, Think-tanks, Taxpayers		<p>Required: Take the California Budget Challenge http://www.budgetchallenge.org/pages/home and BE PREPARED TO DISCUSS IN CLASS.</p> <p>Required: <i>Beyond the Hashtags: #Ferguson, #Blacklivesmatter, and the Online Struggle for Offline Justice</i>. (Freelon, McIlwain, & Clark). Available at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2747066 (click on “download this paper”).</p> <p>Required: <i>The Evolution of Human Rights in World Health Organization Policy and the Future of Human Rights through Global Health Governance</i> (Meier & Onzivu). Public Health, Vol. 128, Issue 2, 2014. Available at: http://www.sciencedirect.com/science/article/pii/S0033350613002758 (click on “download”).</p> <p>Recommended: <i>A Herstory of the #BlackLivesMatter Movement</i> (Garza). Available at: http://www.thefeministwire.com/2014/10/blacklivesmatter-2/</p> <p>Optional: Play “Activate” on icivics.</p>
13	July 23	Policy Testimony	Policy Testimony Due in Class	Required: Peer Review 2 assigned student papers

			Peer Review	
14	July 25	Policy Testimony	Policy Testimony Due in Class	
15	July 30	Policy Testimony Wrap-Up: Working Within or Against the System for Change	Policy Testimony Due in Class Final Paper Due via Canvas	Required: The New Structural Social Work, Chapters 8, 11, 12

X. Bibliography

The New Structural Social Work, 4th edition by Bob Mullaly & Marilyn Dupre
ISBN: 9780199022946