

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

Course Number:	SW 323K	Instructor:	Doug Smith
Unique Number:	59440	Email:	dsmith@texascjc.org
Semester:	Fall 2020	Office:	By Appointment
Meeting Time:	Tu/Th 12:30-2pm	Office Hours:	By Appointment
Meeting Place:	Virtual Course	Text:	(512) 757-1941

Social Welfare Programs, Policies, and Issues

I. Course Description

This course is the second course in the social policy curriculum area. Prerequisites include Government 310L and 312L (or their equivalents), an introductory economics course, and admission to the social work major. This course is designed to provide students with the ability to analyze contemporary social welfare policy issues and programs and to understand the relationship between social policy and social work practice. The course focuses on the historical, political, economic, and other social conditions that influence policy development in the United States. Specific policy areas that are discussed are those in which social workers play major roles: income maintenance (with a focus on social insurance and public assistance), health, mental health, child welfare, and aging. Policy issues and programs are addressed as they affect majority groups as well as populations at risk (e.g., children, people of color, people with disabilities, women, LGBTs) with a particular emphasis on social and economic justice. Students learn to use policy analysis tools in order to understand how policy influences practice and planning decisions and how social workers can influence social welfare policy.

This course carries the Independent Inquiry flag. Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Course credit for GOV310L, 3 hours of core history and 3 hours of economics with a D-or higher are prerequisites for this course.

II. Course Objectives

Upon completion of this course you will be able to:

1. Understand significant historical events and persons that influenced the field of social work and social welfare policy.
2. Analyze the connections between the history and contemporary structures of social policy.
3. Understand the impact of economics, politics, and social values on the identification of social problems and policy formation in the United States and the ways that issues of diversity (such as culture, class, gender, physical or mental ability, sexual orientation, and age) have been addressed.
4. Apply conceptual frameworks for analyzing the development of social welfare policy.
5. Define key concepts in social welfare policy (e.g., universal, residual, public assistance, social insurance, cash, in-kind).
6. Understand the major policies that form the foundation of social welfare policy in the U.S.
7. Apply relevant research frameworks for evaluating the effects of social welfare policy on national, state, and local populations and economically vulnerable subgroups.
8. Analyze the impact of social welfare policy in terms of social and economic justice and the promotion of social work values.
9. Discuss trends in comparative international social welfare policy.
10. Understand roles social workers play in the formation of social policy and the effects of social policies on social work practice.
11. Exercise policy advocacy skills at the legislative and organizational levels.

EPAS Competencies

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 5: Engage in Policy Practice

Outcome 5.1: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

Outcome 5.2: Assess how social welfare and economic policies impact the delivery of and access to social services

Outcome 5.3: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

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III. Teaching Methods

This will not be a typical college course. You will participate in real world experiential learning as part of an advocacy/policy team while receiving academic instruction to support your learning within that environment. The entire course will be conducted online, but all interactions will be live and face to face. You will engage in a group project with your peers throughout the fall semester, and your final product will support efforts to create new policy for communities most impacted by racial, social, and economic injustice.

Your instructor, Doug Smith, is a macro-social worker with nearly 20 years of experience in advocacy and public policy. He will serve as lecturer, project manager, and mentor throughout the semester. Mr. Smith navigated five legislative sessions during his career, helping to pass new policies in each one. He has also served as an Adjunct Professor of Social Welfare Policy and Advanced Policy through various semesters dating back to 2003. He created a competitive field practicum program within his current organization, Texas Criminal Justice Coalition, and supervises between six and ten Social Work Field students each year. Many of the students have gone on to become chiefs of staff of legislative offices, city planners, campaign organizers, researchers, colleagues, and professors. He also has direct experience of the very conditions he seeks to change.

Additionally, your experiential learning assignments will be guided and supported by MSW Field Students who will then work with you to package your final products into a advocacy tools for the 2021 Texas Legislative Session.

IV. Required Text and Materials

Required readings are available on Canvas or are readily accessible online (links will be provided). There will be NO assigned text!

V. Course Requirements/Assignments

Participation (20% of final grade): This class will require your full participation. Your participation grade is earned through class attendance (**live and camera on**), participation in class discussions, completion of required reading, and full engagement with the experiential learning project. The assignments will be fun and manageable so long as each group member gives their full effort. If/when group assignments are completed by only a portion of group members, non-participation will be reflected in the grade of those who did not contribute.

Class discussions are highly interactive. Expect to be called upon during class discussions. Breakout rooms will be used frequently.

On some days, the discussion will be preceded by a short quiz on assigned readings.

Unless excused from class for a verifiable reason, **non-attendance will result in a 2-point deduction from the participation grade.**

Assignments (80% of final grade)

Individual Assignments

1. **“Policy or Research Brief” is due in three parts (Total 60% of your grade/60 points).**

Research Briefs/Policy Brief: Students will structure the analysis around a (reasonable in scope) research question and analysis. Analytic tools will be discussed the semester and may intersect with methodology stemming from your group project. You will be required to use a data visualization within the paper, but you may use the data visualization created within your group project. You will be provided a grading rubric separately. Also, you will have access to multiple sample briefs to help you organize your writing.

To help you develop the brief, the assignment will be divided into manageable parts:

- a) **Part One: Data Analysis** (10% of your grade, 10 points) is due on 10/1. 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).

Here's the good news! – you can create this data visualization as a team with your group! Each group member can submit the same product. You will receive feedback on this submission, and you will be expected to include a revised/improved data analysis in your final paper.

- b) **Part Two: Draft Paper** (10% of your grade, 10 points) is 11/19. 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. This will be an independent writing project. Even though each group member is working on the same topic, each group member must do their own policy brief. This will help you grow as a writer and will support

EXTRA CREDIT: All Students Who Have Their Draft Papers Peer Reviewed by a Fellow Student **NOT** in your group, and who Incorporate Suggested Edits Prior To Submitting Draft Paper Will Automatically Earn an Additional 3 Points on the Draft. **(Those who accept this extra credit opportunity should submit the draft and the peer reviewed copy as one document – draft paper first followed by the peer reviewed version)**

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.

- c) **Part Three: Final Version of Policy or Research Brief** (10% of your grade, 10 points). The final product for this assignment should be between 8 - 10 (double spaced) pages in length. The citations will be in APA format. This assignment will be uploaded to Canvas no .

2. **Opinion Editorial (Op-ed) [20 Points]**

Students will write an opinion editorial related to their policy/research brief. Opinion editorials, or "op-eds," are short commentary pieces. An op-ed is an excellent way to communicate your message and advocate directly to a broad audience. Op-eds appear each

day in almost every newspaper and address current issues, express a viewpoint, and frequently offer policy or other solutions to social problems. When they appear in widely circulated/viewed media platforms such as print/online news sources, elected officials and other decision makers, opinion leaders, and a wide range of community members may read them.

Your op-ed should do the following as articulated in the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards (EPAS), competency 5: "Engage in policy practice": (1) "Identify social policy [and/or a social problem] at the local, state, and [/or] federal level that impacts [human] well-being, service delivery, and access to social services."; (2) "Assess how social welfare and economic policies impact the delivery of and access to services [and/or otherwise affect human well-being], and (3) Demonstrate that you have "applied critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and [/or] environmental justice." Be sure to offer viable policy alternatives to improve human well-being and suggest actions that policymakers and/or members of the public should take.

Your op-ed should be 650 to 750 words, single spaced. Be sure your op-ed is based on solid evidence and sources and that you cite sources in a manner appropriate to an editorial. You will base your op-ed on your policy brief research. The challenge will be condensing the main points into a one-page editorial in a manner that is interesting, engaging, and persuasive. We will dedicate class time to help you prepare, and you will be provided plenty of sample op-eds to guide your work. Media sources will expect your assertions to be backed by research, but they do not print citations; therefore, we will demonstrate how to cite references within the body of the op-ed.

3. The Advocacy Group Project! [30 points]

Here's where we get to have some fun working toward a package of advocacy tools to help pass a new policy. First, you will be divided into teams. You will work in the same team throughout the entire semester. We will dedicate time and do exercises to help team members get to know each other. There will be an end of semester activity where each group will present their work to a panel of advocacy leader who will judge the quality and persuasiveness of your projects. ***There will be a surprise gift awarded to the winning group.***

Here's how the group project will unfold:

- **Step One:** You will be inducted into the Texas Criminal Justice Advocacy Team by current team members. You will learn about their work to end mass incarceration, the school to prison pipeline, and juvenile detention. You will learn how mass incarceration is both a cause and symptom of racial, economic, and social inequality.
- **Step Two:** Your group will receive a policy research challenge and be assigned a policy topic. Each group will learn all they can about this policy topic. You will conduct research using academic and policy sources. You should be asking questions throughout this process that take you from a basic understanding to a more in-depth understanding that will allow the group to speak as experts on the issue. When you learn about a certain condition or important statistic, you should be asking, "WHY"?

For example – If you learn that 29% of the arrests for possession of controlled substance in Travis County are of Black residents, you will ask, “why are Austin police arresting a disproportionate number of Black residents for the same offense despite the fact that drug use prevalence rates are similar whether you are Black or white? Is it related to over-policing, lack of access to substance use programming, or both? Why are Black neighborhoods over-policed?” Got it? You want this to be a process of inquiry – your curiosity will serve you will in this assignment and in your career. Everyone has assumptions and opinions. *You will be a group who challenges assumptions and makes assertions based on research.*

Issues may include:

- Racial disparities in sentencing and incarceration
 - Disciplinary alternative education
 - Juvenile justice
 - School to prison pipeline
 - Felony community supervision (making people into prisoners within their own communities)
 - Lack of access to mental health, substance use or behavioral health resources.
 - The relationship between racism, poverty, and over-policing.
 - Prison-based rehabilitative programming
 - AND MORE....
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- **Step Three:** Groups will analyze data on that topic and create data visualizations that help people to better understand the problems (This is an assignment you will complete as a group but submit individually. You’re welcome 😊)
 - **Step Four:** Groups will conduct interviews with experts and people most directly impacted by the issue. Group members will develop a list of interview questions, always ending the interview by asking for clear recommendations on what we can do to solve problems. Interviews are a shared task, so you can split them up or interview as a team. You can use Zoom or just do a call. Groups will then take the main points from the interviews and highlight direct quotes that illustrate those points.
 - **Step Five:** Groups will create a FACT SHEET on the topic. A fact sheet is a one-two page advocacy tools that highlights the problem and solution (often in bullet points, graphs, and visuals) as succinctly as possible. The fact sheet is the basic advocacy tool. Most policy makers will never read a policy brief, but they will devour a clear and succinct fact sheet.
 - **Step Six:** Here’s where this gets really fun. Groups will now create a tool or tools to raise awareness of the problem and solution. You can be as creative as you want to be. You can create info graphics. You can record videos. You can write sample testimony or calls to action for those who may participate in policy making efforts. You can create social media tools. Have fun. You will be required to submit what you create as an ADVOCACY TOOL KIT. This tool kit will be your parting gift to those will carry on the advocacy effort after you have completed this project.
 - **Step Seven:** Finally, you will create a presentation, and you will present as a group before a panel of policy experts. The presentation should be informative AND

persuasive. Show off your knowledge of the topic. Use your visuals and other advocacy tools. Convince your audience and galvanize them to action. Remember, you are competing with other groups, so do your best!

- **Step Eight:** We all celebrate what you've accomplished.
- **Step Nine:** You go on winter break!

Summary of Assignments and Flow of Group Project (for Full Schedule See Below)

<i>Date</i>	<i>Assignment/Activity</i>	<i>For Assignments – How to Submit</i>	<i>Points</i>
9/1	Policy Team Induction	n/a	n/a
9/2	Group Formation	n/a	n/a
10/1	Data Analysis and Visualization	Email dsmith@texascjc.org	
10/29	Fact Sheets	Email dsmith@texascjc.org	Group Project Grade
11/12	Op Ed	Canvas	
11/19	Draft Policy/Research Brief	Email dsmith@texascjc.org	
12/3	Advocacy Tool Kits	Link provided to dsmith@texascjc.org	Group Project Grade
12/3	Presentations	N/A	Group Project Grade
12/7	Final Policy/Research Brief	Canvas	

VI. Grades

Assignment	Maximum Grade
Participation	20
Data Analysis/Visualization	10
Draft Policy/Research Brief	10
Final Policy/Research Brief	10
Op-Ed	20
Group Project <ul style="list-style-type: none"> • Fact Sheet • Advocacy Tool Kit • Presentation 	30

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

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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. ***Short reflection papers will be assigned to ensure that readings have been completed. Attendance makes up 20% of your final grade.***

Late assignments will result in 2 point lost per day (2 point = 2 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 11:59pm on May 8th

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.

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/>.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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/>.

SHARING OF COURSE MATERIALS IS PROHIBITED No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

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.

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.

CLASS RECORDINGS. Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

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 <http://www.utexas.edu/its/policies/emailnotify.php>.

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. 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 on the basis of sex <https://titleix.utexas.edu/>. 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, dating 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. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on concealed firearms 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.

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 have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. 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.

COVID CAVEATS. To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health](#)

[Program](#) (OHP) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

IX. Course Schedule

Dates	Topic	Assignment Due	Readings
8/27	Introduction, syllabus review, and roadmap		None!
9/1	Policy Team Induction. Overview of Policy Topics. Group Formation		<p>Read At Least Two:</p> <p>Second Look: A Plan to Address Rehabilitated youth Serving Extreme Sentences in Adult Prisons, by Lindsey Linder & Justice Martinez, Texas Criminal Justice Coalition, https://texascjc.org/system/files/publications/Second%20Look%20for%20Justice%20Safety%20and%20Savings.pdf.</p> <p>Ending the War on Drugs in Travis County, Texas: How Low-Level Drug Possession Arrests are Harmful and Ineffective, By Texas Harm Reduction Alliance, Grassroots Leadership, Texas Criminal Justice Coalition, and Civil Rights Clinic, UT Law, https://www.texascjc.org/system/files/publications/Report%20-%20Ending%20the%20War%20on%20Drugs%20in%20Travis%20County%20Texas.pdf</p> <p>Reversing the Pipeline: How to Ensure Safe Schools AND Safe Students, Alycia Castillo, Jemima Abalogu, and Lindsey Linder, https://texascjc.org/system/files/publications/Reversing%20the%20Pipeline%20Report%202020.pdf</p> <p>Return to Nowhere: The Revolving Door Between Incarceration and</p>

Dates	Topic	Assignment Due	Readings
			<p>Homelessness, by Bailey Gray and Doug Smith.</p> <p>https://www.texascjc.org/system/files/publications/Return%20to%20Nowhere%20The%20Revolving%20Door%20Between%20Incarceration%20and%20Homelessness.pdf</p>
9/3	No Formal Class: Groups Meet (Group Activity Will be Provided)		
9/8	Comparative Matrix Tables and Data Visualizations	<p>Instructions: Before class, Open each of the required readings. Do not read them! Study only data tables and visualizations. Write a brief synopsis of the main points of each report to see if the visualizations were enough to provide those points.</p>	<p>← See Instructions!</p> <p>Mitigating Gentrification: How Several Sun Belt Cities Are Responding, Kinder Institute Research, December 13, 2018, https://kinder.rice.edu/urbanedge/2018/12/12/mitigating-gentrification-how-several-sun-belt-cities-are-responding</p> <p><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><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>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:</p>

Dates	Topic	Assignment Due	Readings
			https://www.vox.com/2018/12/13/18103087/medicare-for-all-single-payer-democrats-sanders-jayapal
9/10	<p>No Class: Groups Meet Individually. You will be provided a task/challenge for the day.</p> <p>Groups are diving into their research at this point.</p>		
9/15	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>
9/17	<p>No Class: Groups Meet Individually.</p> <p>You are deeper into your research at this point. It is time to start finding</p>	Important: Send me a link to your shared drive by 2pm.	

Dates	Topic	Assignment Due	Readings
	<p>good sources of data and research. You should begin compiling a shared drive with your research articles and sources of data.</p>		
9/22	<p>Guest Speakers: What all social workers need to know about how to conduct good policy research.</p> <p>Panel will include former students/field practicum supervisees who are now doing social work policy practice.</p>		<p>Required Reading – Fact Sheets!</p> <p>Health Care in Texas: Too many families lack health insurance, Center for Public Policy Priorities, https://everytexan.org/images/KC_2018_HealthCare.pdf</p> <p>10-Point Plan for Texas Unemployment Insurance Reform, Jonathan Lewis, Center for Public Policy Priorities, https://everytexan.org/2020/07/08/10-point-plan-for-texas-unemployment-insurance-reform/</p> <p>Discrimination and Racism in the History of Mental Health Care, Kylie Smith, Ph.D., NAMI Texas, https://www.nami.org/Blogs/NAMI-Blog/July-2020/Discrimination-and-Racism-in-the-History-of-Mental-Health-Care.</p> <p>Criminal Justice Fact Sheet, NAACP, https://www.naacp.org/criminal-justice-fact-sheet/</p> <p>The Return of School Segregation in Eight Charts, Frontline, https://www.pbs.org/wgbh/frontline/a</p>

Dates	Topic	Assignment Due	Readings
			<p>rticle/the-return-of-school-segregation-in-eight-charts/ [You may also check out the Separate and Unequal Documentary: https://www.pbs.org/wgbh/frontline/film/separate-and-unequal/]</p>
9/24	<p>No Class: Groups Meeting Individually.</p> <p>Your Data Analysis and visualization is due in one week. This should be your primary activity. Pro-Tip: create more than one!</p>		
9/29	<p><i>How did we become this society?</i></p> <p>Populist, Neo-Conservative, and Neo-Liberal Paradigms</p>	<p>Important: Come to class with two questions about neo-conservative and neo-liberal paradigms?</p>	<p>Riding the New Wave: Social work and the neo-conservative challenge, Ramesh Mishra, International Social Work, July 1, 1989, https://journals-sagepub-com.ezproxy.lib.utexas.edu/doi/pdf/10.1177/002087288903200303</p> <p>Neo-Liberal Biopolitics and the invention of chronic homelessness. Willse, Craig, Economy and Society, 2010, Vol. 39 (2), P. 155-184, https://bit.ly/2Xkz8PL</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: https://research.hks.harvard.edu/publications/getFile.aspx?Id=1401</p> <p>Additional reading about modern Fascism (optional):</p>

Dates	Topic	Assignment Due	Readings
			<p><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</p>
10/1	<p>No Class: Meet Individually with your group.</p> <p>Your data analysis is due today. Make sure it's done by this evening.</p> <p>Your challenge for today is to meet with your group mentor to discuss possible interview questions and begin identifying people to interview.</p>	<p><u>Data Analysis / Visualization</u> Due Today by 5:29pm</p>	
10/6	<p>Does it have to be this way?</p> <p>Liberal, Marxist, and Social Democratic Paradigms</p>	<p>Important: Write a one-page reflection from required reading before we meet as a class.</p>	<p>Pre-Class Challenge: Write One-Page Reflection on Required Reading</p> <p>Required Reading: Income Inequality and Violent Crime: Evidence from Mexico's Drug War, Enamorado, T., Et Al, Journal of Developmental Economics, 120 (2016), 128-143, https://bit.ly/3k1tbkm</p>
10/8	<p>No Class: Groups meeting individually.</p> <p>How far along is your group in identifying possible interviewees? What do you intend to ask experts and</p>	<p>Important: Send your interview questions to me along with a list of potential interviewees by the end of the class.</p>	

Dates	Topic	Assignment Due	Readings
	those impacted by the issue?		
10/13	Anti-Racist Paradigms	Important: Send me a brief reflection on the reading before the start of class. How does the article shape your understanding of your group project topic?	Required: The Most Shocking and Inhuman Inequality: Thinking Structurally About Poverty, Racism, and Health Inequalities, Dorothy Roberts, University of Memphis Law Review, 201802020, https://bit.ly/39N1IDI Required: NASW Code of Ethics. Available at: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English
10/15	No Class: Groups are conducting interviews.	Important: Keep your interview notes the shared folder.	
10/20	Feminist Paradigms	Important: Write a one-page reflection on the required reading/Viewing.	Required: Low-Income Black Mothers Parenting Adolescents in the Mass Incarceration Era: The Long Reach of Criminalization, Elliaott, Sinikka & Reid, Megan, American Sociological Review, 2019-04, Vol. 84. (2), P. 197 – 219. shorturl.at/bBOU8 . TED Talk: We Should All Be Feminists, Chimamanda Ngozi Adichie, https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists?language=en .
10/22	No Class: Groups are conducting interviews, researching solutions, building your shared folders with articles and interview notes. . Your Fact Sheet is due in ONE WEEK.		

Dates	Topic	Assignment Due	Readings
10/27	Structural Social Work Theory & Oppression	Important: Write a brief reflection on the required reading and submit prior to class.	Required: Carillo, Arturo & O’Grady, Caitlin (2018) “Using Structural Social Work Theory To Drive Anti-Oppressive Practice with Latino Immigrants,” <i>Advances in Social Work, Vol. 18 No. 3: Special Issue with Immigrants and Refugees.</i> Weinberg, Merlinda (2008), <i>Structural Social Work: A Moral Compass for Ethics in Practice, Critical Social Work, Vol 9, No 1,</i> https://ojs.uwindsor.ca/index.php/csw/article/view/5761/4703
10/29	No Class: Groups Completing Fact Sheets	Fact Sheets Due by 5:29pm	
11/3	How to Write an Op-Ed Framing	<i>Important: Op-Eds are Due on 11/12</i>	Required: Vision, Values, Voice: A Communications Toolkit. Available at: https://www.opportunityagenda.org/sites/default/files/2019-05/oa_toolkit%20%28without%20comic%20book%29.pdf Required: The Art of Reframing Political Debates. Available at: https://www.racialequitytools.org/resourcefiles/ryan2.pdf Recommended: “Black Children Are an Endangered Species”: Examining Racial Framing in Social Movements, <i>Sociological Focus, 51:3, 238-251.</i>
11/5	No Class: All class members are working on Op Ed and creating an outline for Policy Brief .	Important: By the end of the week, send me an email with an outline for your policy brief.	

Dates	Topic	Assignment Due	Readings
11/10	Panel Discussion on Advocacy Tool Kit : Advocacy Leaders Discuss Effective Strategies to Pass New Policies		<p>Required: <i>How Laws are Made</i>. Wirth & Cooper Guasco (2010). Available at: https://upload.wikimedia.org/wikipedia/commons/a/aa/Visualization-of-How-a-Bill-Becomes-a-Law_Mike-WIRTH.jpg</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>Undocumented Immigrants and Higher Education Policy: The Policymaking Environment of New York State</i>. Nienhusser (2015). <i>The Review of Higher Education</i>, 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). <i>Annual Review of Law and Social Science</i>, Volume 10, pg. 335-352. Available at: http://www.annualreviews.org/doi/abs/10.1146/annurev-lawsocsci-102612-134043</p>
11/12	<p>No Class: Groups are meeting to develop their Advocacy Tool Kits.</p> <p>Don't Forget: Your draft Policy/Research</p>		

Dates	Topic	Assignment Due	Readings
	Briefs are Due on 11/19		
11/17	Developing an Effective Strategy to Change Policy (Problem, Solution, Politics, Power Mapping)		A worksheet will be provided prior to class.
11/19	No Class: Everyone should be completing their Draft Policy/Research Briefs	<u>Policy/Research Briefs Due by 11:59pm (submit via Canvas)</u>	
11/24	No Class: All Groups Working on Advocacy Tool Kits & Final Presentations		
11/26	Happy Thanksgiving!		
12/1	No Class: All Groups Preparing to Submit Advocacy Tool Kits and for Final Presentations. Everyone should have received feedback on Draft Policy/Research Briefs.	Work on your papers.	
12/3	Group Presentations!	<u>Advocacy Tool Kits</u> Complete. Access to full tool kit provided by 5:29pm.	Link to Course Evaluation will be provided by the end of class. Also, all students will be required to complete a participation grade survey.

Dates	Topic	Assignment Due	Readings
12/7	No Class	Final Policy/Research Briefs Due by 11:59pm on 12/7	

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