

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

Course Number:	SW 323K	Instructor:	Doug Smith
Unique Number:	58875	Email:	dsmith@texascjc.org
Semester:	Spring 2020	Office:	By Appointment
Meeting Time:	Tuesday and Thursday 12:30pm to 2:00pm	Office Hours:	By Appointment Text: (512) 757-1941
Meeting Place:	SSW 2.112		

**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

## 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, 4<sup>th</sup> edition by Bob Mullaly & Marilyn Dupre  
ISBN: 9780199022946

#### **V. Course Requirements**

**Participation (20% of final grade):** The participation grade is earned through class attendance, completing all required readings, and participation in class discussions. Students should come to class on time, ready to discuss assigned readings. 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.

(Please note: Prior to deducting points from participation grade for a reason other than attendance, the instructor will schedule a discussion with the student to address factors that may be inhibiting participation.)

#### **Assignments (80% of final grade)**

**“Policy or Research Brief” is due in three parts (Total 60% of your grade/60 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 **February 21**. 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 (15% of your grade, 15 points) is due **April 16**. 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.

**EXTRA CREDIT:** All Students Who Have Their Draft Papers Peer Reviewed by a Fellow Student in the Class and 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.

- 3) Final Policy or Research Brief (20% of your grade, 20 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. **Due May 7.**
- 4) Presentation (5% of your grade, 5 points). All students shall prepare a brief presentation of findings and recommendations. Presentations will be scheduled during the final week of class.

**“Opinion Editorial” is due on April 28th** depending on what day you sign-up to present (20% of grade, or 20 points).

### **Opinion Editorial (Op-ed)**

Each student will write an opinion editorial related to her/his major course assignment (policy analysis/policy 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. If printed in newspapers, 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.

Class time will be dedicated to teaching you how to write a traditional op-ed piece, and you will be provided resources to assist in the process. Examples will also be provided of editorials and commentaries in electronic formats. You may submit your editorial in traditional, written form or in video or another electronic format. If you chose to write a traditional op-ed, it should be 500 to 750 words, single spaced. If you chose an electronic format, the number of words you use in written or spoken form should probably be similar and the op-ed should not exceed 3 or 4 minutes (depending on factors such as your use of

graphics). Be sure your op-ed is based on solid evidence and sources and that you cite sources in a manner appropriate to an editorial.

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 May 8th.**

### Summary of Assignments

<i>Assignment</i>	<i>Maximum Points</i>	<i>Date Due</i>	<i>How to Submit</i>
Analysis	20	October 3	Canvas
Draft Paper	20	November 7	Canvas
Op Ed	20	November 21/26	Canvas
Final Paper	20	December 5	Canvas
Extra Credit	5	December 5	Canvas
Participation	20	-	-

## 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. ***A beginning of class quiz will be used to monitor attendance and 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.

**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.** 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 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

Unit	Dates	Topic	Assignment Due	Readings
1	Jan 21	IntroductiofThan, syllabus review, and roadmap		None!
2	Jan 23 and Jan 28	Ethics in Policy Analysis		Required: <i>Media Bias, Version 4.0: (ad fonts media)</i> . Available at: <a href="https://www.adfontesmedia.com/">https://www.adfontesmedia.com/</a> (this is a great example of data visualization as well!)  Required: <i>The Seven Deadly Sins of Statistical Misinterpretation and How to Avoid them.</i> (Louis & Chapman). Available at: <a href="http://theconversation.com/the-seven-deadly-sins-of-statistical-misinterpretation-and-how-to-avoid-them-74306">http://theconversation.com/the-seven-deadly-sins-of-statistical-misinterpretation-and-how-to-avoid-them-74306</a>

				<p>Required: <i>The Parable of Google Flu: Traps in Big Data Analysis</i>. (Lazer, Kennedy, King &amp; Vespignani). Available at:  <a href="https://gking.harvard.edu/files/gking/files/0314policyforumff.pdf">https://gking.harvard.edu/files/gking/files/0314policyforumff.pdf</a></p> <p>Required: <i>A Quick Guide to Spotting Graphics that Lie</i>. (Esteban). National Geographic. Available at:  <a href="https://news.nationalgeographic.com/2015/06/150619-data-points-five-ways-to-lie-with-charts/">https://news.nationalgeographic.com/2015/06/150619-data-points-five-ways-to-lie-with-charts/</a></p>
3	Jan 30 and Feb 4	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:  <a href="https://static1.squarespace.com/static/572d0fc2b8dde9e10ab59d4/t/5ba1548c0e2e72d7fd214b8/1537299597099/Policy-Brief-Changing-Food-Industry-Practices-that-Contribute-to-Diet-related-Chronic-Diseases-20180918.pdf">https://static1.squarespace.com/static/572d0fc2b8dde9e10ab59d4/t/5ba1548c0e2e72d7fd214b8/1537299597099/Policy-Brief-Changing-Food-Industry-Practices-that-Contribute-to-Diet-related-Chronic-Diseases-20180918.pdf</a></p> <p>Required: <i>How School Privatization Opens the Door for Discrimination, Policy Brief</i>. (Mead &amp; Eckes). National Education Policy Center. December 2018. Available at:  <a href="https://nepc.colorado.edu/publication/privatization">https://nepc.colorado.edu/publication/privatization</a></p> <p>Required: We Read Democrats’ 8 Plans for Universal Health Care. Here’s How they Work. (Kliff &amp; Scott). Vox. December 2018. (Pay attention to TABLE). Available at:  <a href="https://www.vox.com/2018/12/13/18103087/medicare-for-all-single-payer-democrats-sanders-jayapal">https://www.vox.com/2018/12/13/18103087/medicare-for-all-single-payer-democrats-sanders-jayapal</a></p>
4	Feb 6 and Feb 11	Practical Policy Research (Quick & Dirty)		<p>Required: <i>21<sup>st</sup> 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:  <a href="http://furmancenter.org/files/NYUFurmanCenter_SRObrief_14FEB2018.pdf">http://furmancenter.org/files/NYUFurmanCenter_SRObrief_14FEB2018.pdf</a></p> <p>Required: <i>HHS Could Do More to Support States’ Efforts to keep Children in Family-</i></p>

				<p><i>Based Care</i>. Available at:  <a href="http://www.gao.gov/products/GAO-16-85">http://www.gao.gov/products/GAO-16-85</a>  (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:  <a href="https://www.healthaffairs.org/doi/10.1377/hblog20140130.036694/full/">https://www.healthaffairs.org/doi/10.1377/hblog20140130.036694/full/</a></p>
5	Feb 13	<p>Guest Speaker:  Megan Sissom, MSW</p> <p>Policy Research –  Intersect between  IDD and Criminal  Justice</p>		
6	Feb 18	Data Visualization & Skills Lab		<p>Required: <i>This is the Best Explanation of Gerrymandering You Will Ever See</i>. Washington Post (March 1<sup>st</sup>, 2015). Available at:  <a href="https://www.washingtonpost.com/news/wonk/wp/2015/03/01/this-is-the-best-explanation-of-gerrymandering-you-will-ever-see/?utm_term=.3d8ab261a30f">https://www.washingtonpost.com/news/wonk/wp/2015/03/01/this-is-the-best-explanation-of-gerrymandering-you-will-ever-see/?utm_term=.3d8ab261a30f</a></p> <p>Required: Review the NY Times Infographic “The Federal Budget, Per Person”, available at:  <a href="http://www.nytimes.com/interactive/2014/01/19/us/budget-proposal.html">http://www.nytimes.com/interactive/2014/01/19/us/budget-proposal.html</a></p> <p>Required: <i>How Gun Traffickers Get Around State Gun Laws</i>. NY Times infographic available at:  <a href="http://www.nytimes.com/interactive/2015/11/12/us/gun-traffickers-smuggling-state-gun-laws.html">http://www.nytimes.com/interactive/2015/11/12/us/gun-traffickers-smuggling-state-gun-laws.html</a></p> <p>Required: <i>Data Visualization Checklist</i> by Stephanie Evergreen and Ann Emery. Available at:  <a href="https://datavizchecklist.stephanieevergreen.com/assets/DataVizChecklist_Feb2018.pdf">https://datavizchecklist.stephanieevergreen.com/assets/DataVizChecklist_Feb2018.pdf</a></p> <p><b><u>Please come to class with ideas for your own policy tool or data analysis. We will be</u></b></p>

				<b><u>practicing the skills learned the previous two weeks in small groups.</u></b>
7	Feb 20	Data Visualization & Skills Lab: Class Time to Prepare Analysis	<b>Analysis Due via Canvas by Feb 21 at 5pm</b>	
6	Feb 25 and Feb 27	Populist & Neo-Conservative Paradigms		<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 &amp; Norris (August 2016). Faculty Research Working Paper Series. Available at: <a href="https://research.hks.harvard.edu/publications/getFile.aspx?Id=1401">https://research.hks.harvard.edu/publications/getFile.aspx?Id=1401</a></p> <p>Additional reading about modern Fascism (optional): <i>A Normie's Guide to the "Alt-Right" Version 3</i>. Available at: <a href="https://katana17.files.wordpress.com/2016/09/daily-stormer-a-normies-guide-to-the-alt-right-ver-31.pdf">https://katana17.files.wordpress.com/2016/09/daily-stormer-a-normies-guide-to-the-alt-right-ver-31.pdf</a></p>
7	Mar 3 and Mar 5	Liberal, Marxist, and Social Democratic Paradigms		Required: The New Structural Social Work, Chapters 2, 4, 5
8	Mar 10 and Mar 12	Feminist & Anti-Racist Paradigms		<p>Required: The New Structural Social Work, Chapters 6, 7, 9 (can skip section on Postmodernism)</p> <p>Required: NASW Code of Ethics. Available at: <a href="https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English">https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</a></p> <p>Recommended: How Racism Has Shaped Welfare Policy in America Since 1935. Available at: <a href="http://theconversation.com/how-racism-has-shaped-welfare-policy-in-america-since-1935-63574">http://theconversation.com/how-racism-has-shaped-welfare-policy-in-america-since-1935-63574</a></p> <p>For fun (optional): Take a political ideology quiz at <a href="http://www.gotoquiz.com/politics/political-spectrum-quiz.html">http://www.gotoquiz.com/politics/political-spectrum-quiz.html</a> or <a href="https://www.politicalcompass.org/test">https://www.politicalcompass.org/test</a></p>

Mar 16 - 20: Spring Break				
	Mar 24 and Mar 26	Structural Social Work Theory & Oppression		<p>Required: The New Structural Social Work, Chapter 8 and 9</p> <p>Required: Carillo, Arturo &amp; 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></p> <p><b><u>Be Prepared to Participate in Class Discussion</u></b></p>
	Mar 31	Anti-Oppressive Work in Austin  <b>Guest Speaker:</b> Chris Harris, Organizer and Data Analyst		Suggestion: Read Material for March 26th
9	April 2	Turning Policy Research into Policy Action: <ul style="list-style-type: none"> <li>• How to Write an OpEd</li> <li>• Framing</li> </ul>		<p>Required: Vision, Values, Voice: A Communications Toolkit. Available at: <a href="https://www.opportunityagenda.org/sites/default/files/2019-05/oa_toolkit%20%28without%20comic%20book%29.pdf">https://www.opportunityagenda.org/sites/default/files/2019-05/oa_toolkit%20%28without%20comic%20book%29.pdf</a></p> <p>Required: The Art of Reframing Political Debates. Available at: <a href="https://www.racialequitytools.org/resourcefiles/ryan2.pdf">https://www.racialequitytools.org/resourcefiles/ryan2.pdf</a></p> <p>Recommended: “Black Children Are an Endangered Species”: Examining Racial Framing in Social Movements, <i>Sociological Focus</i>, 51:3, 238-251.</p>
10	April 7 and April 9	Tools of Government: Legislative		<p>Required: <i>How Laws are Made</i>. Wirth &amp; Cooper Guasco (2010). Available at: <a href="http://www.mikewirthart.com/wp-content/uploads/2010/06/howlawsmadeWIRTH2.jpg">http://www.mikewirthart.com/wp-content/uploads/2010/06/howlawsmadeWIRTH2.jpg</a></p> <p>Required: Play “Lawcraft” Available at: <a href="https://www.icivics.org/games">https://www.icivics.org/games</a> (optional for those with a strong understanding of the legislative process)</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:  <a href="https://muse.jhu.edu/article/563940/summary">https://muse.jhu.edu/article/563940/summary</a>  (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:  <a href="http://www.annualreviews.org/doi/abs/10.1146/annurev-lawsocsci-102612-134043">http://www.annualreviews.org/doi/abs/10.1146/annurev-lawsocsci-102612-134043</a></p>
11	April 14 and April 16	<p>Guest Speaker:  Building a Continuum of Care for Substance Use Disorder</p> <p>Julie McElrath,  Executive Director,  University High School</p> <p>Tools of Government:  Executive and Judicial</p>	<p><b>Draft Paper Due via Canvas on April 16 by 11:59pm</b></p> <p>(Students are encouraged but not required to use MS Word for paper submission)</p>	<p>Required: <i>Separated Powers in the United States: The Ideology of Agencies, Presidents, and Congress</i>. (Clinton, et. Al). <i>American Journal of Political Science</i>, Volume 56, Issue 2, pg. 341.345. Available at:  <a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5907.2011.00559.x/full">http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5907.2011.00559.x/full</a></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 &amp; Fowler). <i>Indiana Journal of Global Legal Studies</i>, Vol. 24, Issue 2. 2017. Available at:  <a href="https://muse.jhu.edu/article/678118#back">https://muse.jhu.edu/article/678118#back</a>  (download button is to the right in HTML or pdf).</p> <p>Required: Play “Executive Command”. Available at: <a href="https://www.icivics.org/games">https://www.icivics.org/games</a> (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). <i>American Indian Law Review</i> 41 (2016-2017). Available at:  <a href="http://heinonline.org/HOL/Page?handle=hein.j">http://heinonline.org/HOL/Page?handle=hein.j</a></p>

				<p><a href="#">ournals/aind41&amp;div=6&amp;g_sent=1&amp;casa_token=&amp;collection=journals</a> (scroll down left side to select this article).</p> <p>Required: Play “Court Quest” and “Supreme Decision”. Available at:  <a href="https://www.icivics.org/games">https://www.icivics.org/games</a> (optional for those with a strong understanding of law).</p>
12	April 21 and April 23	Other Tools of Government: Budgets, Global Organizations, Religion, Industry, Advocates, Think-tanks, Taxpayers		<p>Required: Take the California Budget Challenge  <a href="http://www.budgetchallenge.org/pages/home">http://www.budgetchallenge.org/pages/home</a> 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, &amp; Clark). Available at:  <a href="https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2747066">https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2747066</a> (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 &amp; Onzivu). Public Health, Vol. 128, Issue 2, 2014. Available at:  <a href="http://www.sciencedirect.com/science/article/pii/S0033350613002758">http://www.sciencedirect.com/science/article/pii/S0033350613002758</a> (click on “download”).</p> <p>Recommended: <i>A Herstory of the #BlackLivesMatter Movement</i> (Garza). Available at:  <a href="http://www.thefeministwire.com/2014/10/blacklivesmatter-2/">http://www.thefeministwire.com/2014/10/blacklivesmatter-2/</a></p> <p>Optional: Play “Activate” on icivics.</p>
	April 28		<b>Op Ed Due by 11:59pm on April 28 via Canvas</b>	
	May 5	Presentations		

	May 7	Presentations	<b>Final Paper Due via Canvas on May7</b>	
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## X. Bibliography

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