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| **Course Number:** | **SW 393T** | **Instructor:** | **Shetal Vohra-Gupta (she/her/hers)** |
| **Unique Number:** | **60120** | **Email:** | **sgupta@austin.utexas.edu** |
| **Semester:** | **Fall 2019** | **Office:** | **3.116D** |
| **Meeting Time/Place:** | **Wednesdays** | **Office Phone:** | **512-232-2701** |
| | **2:30pm-5:30pm** | **Office Hours:** | **Tuesdays 1:00pm-2:30pm or** |
| | **Room 2.130** | | **by appointment** |

**ADVANCED POLICY PRACTICE**

## I.  STANDARDIZED COURSE DESCRIPTION

Policy practice involves the design, analysis, implementation, and evaluation of social welfare by governmental and non-governmental entities. Building on the policy analysis skills that students learned in previous courses, the goal of this course is to provide advanced content in the theory and skills of policy practice in the context of professional social work values and ethics. The theoretical aspects of the course address power, decision-making, and social and economic justice. A wide range of practice skills will be covered, including policy development, comparative policy analysis, policy research, and strategies of political participation (e.g., advocacy, negotiation, coalition building, lobbying, campaigning, and community organizing). Students will also learn other skills relevant to policy practice, including public speaking, media management, testifying, serving as an expert witness, the use of technology, and report writing. Prerequisites for students taking this course are SW382R: Social Policy Analysis and Social Problems and SW392R: Topics in Policy Analysis or permission of the instructor.

## II.  STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Explain and apply major theories underlying the professional social work approach to policy practice at local, state, and national levels (legislative, executive, and judicial) and to compare them to approaches in related fields (such as public affairs and urban planning).
2. Engage in policy practice tasks across the main stages of policy development (problem definition, agenda setting, implementation, service delivery, and evaluation) in governmental and non-governmental settings with the goal of promoting social and economic justice.
3. Select practice strategies and demonstrate skills appropriate to specific policy issues, taking into account the interests of a varied range of stakeholders.
4. Utilize conceptual frameworks for policy development, drawing on the most recent evidence- and research-based findings on effective interventions.
5. Utilize technology to enhance policy practice.
6. Integrate social action approaches in policy practice to ensure the involvement of traditionally underrepresented and other vulnerable populations.
7. Identify the global impacts of policy practice in order to promote social and economic justice for world populations.

## III.  TEACHING METHODS

This course is designed to incorporate a variety of teaching methods which intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles. These methods

include interactive lectures, experiential group activities, reading assignments, and audiovisual material to help students understand the development of social welfare policy and its analysis and to demonstrate this knowledge in class discussions, written assignments, and presentations. This course will highlight diverse perspectives of thought, and encourages students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds.

## IV.    REQUIRED TEXT AND MATERIALS

Marmot, M. (2015). *The health gap: The challenge of an unequal world*. Great Britian: Bloomsbury Press.

Sabatier, P. A., & Weible, C. M. (2014). *Theories of the policy process* (3rd edition). Boulder, CO: Westview Press.

Smith, C. F. (2018). *Writing public policy: A practical guide to communicating in the policy making process* (5th edition). New York, NY: Oxford University Press.

*Supplemental required readings will be provided through canvas*.

## V.    COURSE REQUIREMENTS
### Policy Practice Community Project – 50%

The Policy Practice Project includes a series of actions performed in collaboration with peers and policy or advocacy oriented organizations and a series of products that support this work. The objective is to learn to become an effective change agent by applying principles derived from various theories of the policy process and policy change and from the day-to-day world of politics to promote policies that you believe will result in a more just society. The project is designed to include research on policy problem identification and solutions and to promote change using skills developed during the course. Among the competencies or skills that will be learned are policy research, problem definition, framing issues for various audiences, and identifying or creating windows of opportunity to promote change. The class project is intended to help students understand how the ambiguity of the policy environment often trivializes the importance of research, and students will learn to work within this uncertain environment with new skills to overcome ambiguity and build urgency for change. The assignment will be broken down into small assignments, which are detailed below:

**Problem Statement** – 1 page, Due Week 3. Includes problem definition—goal, objective, scope, and strategy.

**Fact Sheet & Timeline** – 2-4 pages, Due Week 5. Includes a policy solution(s) to the problem and communicates urgency. Each point can be bulleted, and the solution(s) should be supported by sources.

**Summary of Interviews** – 2-4 pages, Due Week 7. Groups should create interview guides and divvy up interviews so that each group member conducts at least one interview. Interviews should include the impact of the problem and potential impact of the solution in terms of people impacted, other social problems, or financial costs. Ask about the availability of data to conduct impact analysis, as this will be a required element in the policy brief. When conducting interviews, note when the expert(s) have views that vary from either the group's sense of the problem/solutions or when the views contradict other experts. Ask yourself why that may be and note it in your findings.

**Policy Brief** – 8-10 pages, Due Week 11. At this stage, each group will have completed a problem and solution statement, conducted interviews, and gained input from the team. It is time to weave these together into a policy brief. The brief will contain problem/solution statement that has been revised based on instructor, class, and expert input. The remaining element required within the brief is the estimated impact of the solution. While conducting research and interviews, the extent to which a problem impacts human lives, begets other social problems, and produces avoidable costs to society should have become clear. Also, the interview teams will have asked for access to data. Each group should then estimate the extent to which the policy change will address each of these factors. How many people will be impacted? What other social problems might it address? What are the costs/cost savings? This should include a combination of information from the qualitative interviews and quantitative data at the local, state and/or national level.

## Theory of Change Paper – 20%
6-8 pages, Due Week 9

Based on what you have learned about the theories of policy change, each student will adopt a theory and develop a strategy for adopting the solution(s) described in your policy briefs.
1. The theory selection must be logical and based on the following factors:
-   What venue is ideal for changing the policy (local government, state agency, state government, national government, judiciary, or a combination)?
-   What organizations, groups, coalitions, and/or individuals will implement the change effort?
-   What are their media capabilities?
-   What are their internal capabilities to create, identify, and act on policy windows?
-   Do the groups have strong alliances with other groups that similarly want to achieve the goal?
-   Are these allies in a position to directly influence policy change?
-   Is there a distinct group of individuals directly impacted by the policy that can be mobilized to act?

Based on these factors, select a theory of change that best fits the policy landscape and strengths/weaknesses of the key groups that would be responsible for carrying out the change. If you are uncertain of the capabilities of the various groups, describe the resources/capabilities that would be necessary to carry out the strategy according to the theory of change you select. Describe how you evaluated the factors and arrived at the appropriate theory of change. (Use Pathways for Change to help guide you through this process)

2. Next, describe your strategy using the key facets of the theory of change you adopt. Create a step by step guide that interested groups can follow to achieve policy change within a two-year time frame.

## Class Participation – 30%
### Class Discussion
Each student will be required to lead a class discussion by preparing 3-5 questions based on major points of the assigned readings. For each student's assigned class session, the

student will upload their discussion questions to the Discussion Board section of the class Canvas page no later than 24 hours prior to the class session.

All students are expected to review the posted discussion questions prior to class and come to each class session having read the assigned readings and prepared for in-depth dialogue.

**Attendance**
In order to remain abreast of course topics, students will be expected to complete the class discussion questions for each session that they are absent from. The discussion questions will be posted to Canvas 24 hours prior to the assigned class session and students will have up until the following class meeting (1 week) to complete and submit their responses via word document to Canvas.

## VI.    GRADES

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|---|---|
| 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

- Attendance is mandatory. More than 1 absence will decrease course points by 5% each additional absence;
- Verbal participation in class is expected, encouraged, and respected;
- Reading of materials should be done prior to each class meeting;
- The university honor code is to be used;
- Assignment must be typed, double spaced, with font size of 12;
- Be on time for each class and remain for the full period;
- Changes in the course schedule or assignments may be necessary;
- Opinions expressed by all students will be heard and respected;
- Offer and use feedback to strengthen skills;
- Maintain professional standards in all phases of the course;
- Independent thinking, creativity, and intellectual risk taking are encouraged;
- Students with a disability who require reasonable accommodations to insure their participation should contact the instructors at the beginning of the course;
- Any assignment that is turned in past the deadline will be accepted but reduced by 10% of points earned;

## 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

| Date | Topic | Assignment Due | Readings |
|------|-------|----------------|----------|
| 8/28<br><br>Week 1 | Intro discussion on policy, health disparity, identity & equity<br><br>What is policy practice?<br><br>Economic and social justice<br><br>Selection of policy organizations/policy makers to work with | | |
| 9/4<br><br>Week 2 | Magnitude of inequality<br><br>Writing a policy problem statement; How to make evidence work?<br><br>Guest Lecturer: Lesley Varghese, Chief of Staff for the Office of the Mayor Work in policy teams | | Smith, Ch. 3: Frame the problem<br><br>Marmot: Organization of Misery<br><br>Clarke, B., Swinburn, B., & Sacks, G. (2016). The application of theories of the policy process to obesity prevention: a systematic review and meta-synthesis. *BMC public health*, *16*(1), 1084. doi:10.1186/s12889-016-3639-z |
| 9/11<br><br>Week 3 | Multiple Systems Framework<br><br>Stages of policy process | *Problem statement due* | Smith, Ch. 1: Public Policy Making<br><br>Weible & Sabatier, Ch. 1: Multiple Systems Framework: Foundations, Refinements, and Empirical Applicaitons |

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| 9/18<br><br>Week 4 | Punctuated Equilibrium Theory<br><br>Communicating on the process<br><br>Cultural context: Race, gender, disability, citizenship, income, etc<br><br>Understanding and knowing legislative history; understanding impact of race, racism, segregation on policy issue | | Smith, Ch. 2 & 5<br><br>Weible & Sabatier, Ch. 2<br><br>Cairney, P. Policy concepts in 1,000 words: Punctuated Equilibrium Theory. Available at: https://paulcairney.wordpress.com/2013/10/29/policy-concepts-in-1000-words-punctuated-equilibrium-theory/<br><br>Beard, V. (2013). A theoretical understanding of housing and homelessness: Federal homelessness and housing policy through the lenses of punctuated equilibrium theory and advocacy coalition frameworks. *Poverty and public policy,* 5(1), 67-87. |
| 9/25<br><br>Week 5 | Policy Feedback Theory<br><br>Immigration policy and policy feedback theory<br><br>Writing policy briefs | *Fact Sheet with timeline due* | Weible & Sabatier, Ch. 3<br><br>Marmot: Whose Responsibility? |
| 10/2<br><br>Week 6 | Advocacy Coalition Framework<br><br>Narrative Policy Framework<br><br>Group work/experiential learning | | Smith, Ch. 6: Position Paper- Know the Arguments<br><br>Weible & Sabatier, Ch. 4 & 5<br><br>Steinman, L.E., Bradford, V., Quinn, E. et al. (2017). Examining the Washington State Breastfeeding-Friendly Policy Development Process Using the Advocacy Coalition Framework. *Maternal and Child Health Journal*, 21, 659-669. |
| 10/9<br><br>Week 7 | Institutional Analysis and Development | *Summary of Interviews due* | Marmot: Fair Society, Healthy Lives<br><br>Weible & Sabatier, Ch. 6 |

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| | Socio Ecological System Framework<br><br>Are some people's lives less valuable than others?<br><br>Equality of opportunity | | |
| 10/16<br><br>Week 8 | Innovation and Diffusion Models<br><br>Improving health; improving social conditions<br><br>Developing equity starts with policy practice? | | Marmot: Equity from the Start<br><br>Smith, Ch. 4: Evaluation- Analyze and Advise<br><br>Weible & Sabatier, Ch. 7 |
| 10/23<br><br>Week 9 | Evaluation of policy<br><br>Social Media and policy practice<br><br>Group work | *Theories of Change Paper due* | Marmot: Education and Empowerment |
| 10/30<br><br>Week 10 | Social Construction Theory and policy development<br><br>Writing and forming opinion statements | | Smith, Ch. 8: Briefing Memos and Opinion Statements<br><br>Marmot: Working to Live<br>*Optional:* Prevention Institute: A Framework of Emerging Systems to Achieve an Equitable Culture of Health |
| 11/6<br><br>Week 11 | Policy impact on the lives of marginalized people and communities | *Policy Brief due* | Marmot: Building Resilient Communities<br><br>Prevention Institute: A Framework of Emerging Systems to Achieve an Equitable Culture of Health |
| 11/13<br><br>Week 12 | Guest Lecturer: TBA | | Marmot: Fair Societies and Living Fairly in the World |

| | | | Marmot: Organization of Hope |
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| 11/20<br><br>Week 13 | Presentations | | |
| 11/27<br><br>Week 14 | Thanksgiving | | TBA |
| 12/4<br><br>Week 15 | Presentations | | |

## IX.   BIBLIOGRAPHY

Beard, V. (2013). A theoretical understanding of housing and homelessness: Federal homelessness and housing policy through the lenses of punctuated equilibrium theory and advocacy coalition frameworks. *Poverty and public policy,* 5(1), 67-87.

Cairney, P. (2013). Policy concepts in 1,000 words: Punctuated Equilibrium Theory. Available at: https://paulcairney.wordpress.com/2013/10/29/policy-concepts-in-1000-words-punctuated-equilibrium-theory/

Clarke, B., Swinburn, B., & Sacks, G. (2016). The application of theories of the policy process to obesity prevention: a systematic review and meta-synthesis. *BMC public health*, *16*(1), 1084. doi:10.1186/s12889-016-3639-z

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Steinman, L.E., Bradford, V., Quinn, E. et al. (2017). Examining the Washington State Breastfeeding-Friendly Policy Development Process Using the Advocacy Coalition Framework. *Maternal and Child Health Journal*, 21, 659-669.

Weible, C. M. & Sabatier, P. A. (2014). *Theories of the policy process* (3rd edition). Boulder, CO: Westview Press.

A) Online Sources for Locating Policies

Cornell Law School. (2019). The Legal Information Institute. Retrieved from http://www.law.cornell.edu/search/index.html

Find Law. (2019). Texas Law. Retrieved at: http://statelaws.findlaw.com/texas-law/?DCMP=GOO-LAW_General-StatesPhrase&HBX_PK=Texas+Constitution

GovTrack. (2019). Bills & Resolutions. Retrieved at www.govtrack.us/congress/bills

Library of Congress. (2019). Retrieved at http://www.loc.gov/law/help/guide/federal.php

Library of Congress. (2019). American Memory: Migrated Collections. Retrieved from http://memory.loc.gov/ammem/browse/updatedList.html

Texas Legislature. (2019). 86th Legislature Regular Session. Retrieved at https://capitol.texas.gov/

The House. (2019). Retrieved at http://www.house.gov/

The Senate. (2019). Retrieved at http://www.senate.gov/

The White House. (2019). Retrieved at http://www.whitehouse.gov/

U.S. Congress. (2019). Congressional Record. Retrieved at https://www.congress.gov/congressional-record

B) Examples of Policies

Americans with Disabilities Act
Affordable Care Act
Breast Cancer Treatment Act
Chinese Exclusion Act 1870
Civil Rights Act of 1964
     Death Penalty
Defense of Marriage Act
     Don't Ask Don't Tell
Dream Act
     Equal Rights Act
     Execution of Mentally Disabled
Fair Labor Standards Act 1938
Fairness in Drug Sentencing Act
Fetal Life Act 2013 – Texas
Fugitive Slave Act
     Genetic Information Disclosure Act 2008

Hyde Amendment on Abortion
Immigration Reform Act
Indian Child Welfare Act
Indian Removal Act
Japanese Interment Executive Order
Lilly Ledbetter Act
Matthew Shepherd Act
McKinney Homeless Assistance Act
  McKinney Housing Act
Minimum Sentencing ACt
National Labor Relations Act 1935
Native American Health Act
Naturalization Act 1790
New Mexico Abortion in Rape Act
Parity Act
  Public Housing Act
  Racial Integrity Act – Virginia
  Stand Your Ground - Florida
  Stop and Frisk – New York City
TANF
TANF Drug Testing [Texas]
  Title IV E – Sports Equality
Truman's Executive Order on Desegregation
The Trust Act
  Unemployment Insurance
Violence Against Women Act
Voting Rights Act 1965
Women in the Armed Services Act
  Women's' Right to Vote 1922 – Constitutional Amendment

C) Important Court Cases

  Plessy v Ferguson
  Brown v Board of Ed
  Minor v. Happersett
  US v. Wong Kim Ark
  US v. Brignoni-Ponce
  Loving v Virginia
  Buck v. Bell
  Shelby v. Holder
  National Federation v. Sebelius
  Floyd v. City of New York
  Citizens United
  United States v. Windsor
  Ledbetter v. Goodyear