

**THE UNIVERSITY OF TEXAS AT AUSTIN  
STEVE HICKS SCHOOL OF SOCIAL WORK**

<b>Course Number:</b>	SW 323K	<b>Instructor:</b>	Cate Graziani, MSSW, MPAff
<b>Unique Number:</b>	61385	<b>Email:</b>	catemgraziani@gmail.com
<b>Semester:</b>	Fall 2021	<b>Office:</b>	
<b>Meeting Time/Place:</b>	T/TH 12:30 pm – 2:00 pm SSW 2.112	<b>Office Phone:</b>	(919) 360-1007
		<b>Office Hours:</b>	T/TH 11am – noon by appointment

**Social Welfare Program, Policy & Issues**

**I. STANDARDIZED 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. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course students 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 (SHSSW) 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 is designed to provide students with a meaningful learning environment through use of multiple methods of instruction (e.g. discussion, lecture, and group exercises). Students are expected

to complete assigned readings *prior* to each class period and actively participate in class. Class attendance and participation are required and essential for successful completion of this course.

Canvas will be used for communication between students and the instructor. Some materials, grades, and attendance will also be posted online. The class Canvas site can be accessed at <http://courses.utexas.edu> or the Social Work web page (requires Internet connection and computer UT EID and password). The Help Desk available through the UT home page ([www.utexas.edu/its/help](http://www.utexas.edu/its/help)) or at 475-9400 is available to assist students with Canvas-related questions. Students can access computers through the Learning Resource Center located on the first floor of the social work building.

#### **IV. REQUIRED TEXTS AND MATERIALS**

Reading material will be posted on the course Canvas site throughout the semester.

#### **V. COURSE REQUIREMENTS**

##### **Assignment #1** – Policy Project (70% of course grade)

This assignment is intended to demonstrate that students have mastered identified competencies and practice behaviors covered in this course as well as meet the course's writing and independent inquiry flags. Students will break into groups of 4-6 students to examine the historical antecedents of an important contemporary social welfare policy, analyze the impact of those antecedents on the current and future direction of that policy, make recommendations for policy changes, and develop strategies to win campaigns for those recommendations. The Policy Project includes six parts: I) historical policy analysis; II) policy brief; III) one-pager; IV) op-ed or petition; V) testimony; and VI) social media toolkit. Parts IV) and V) will be an individual assignment, but each of the other components are completed as a group. Drafts of each of these components will be due throughout the semester, with the final project due on the last day of class.

##### **I. Historical Policy Analysis** (15% of course grade)

###### Background and description of problem/issue

- Nature and scope of problem/issue (be sure to include relevant statistics)
- Population(s) affected by the problem/issue and in what ways (breadth and depth of the impact of the issue)

###### Historical background of problem/issue

- Historical roots of the problem/issue
- Value premises or ideological assumptions that underlie the problem/issue and how these have changed over time
- Key events in history that have had an impact on the problem/issue
- Major stakeholders throughout history that had an impact on the problem/issue and the role(s) played by each stakeholder

Analysis of the problem/issue

- Major themes that emerged from the historical background information determined above.
- Factors that appear to be most salient or important in shaping public opinion about problem/issue over time
- Major legislation passed to address the problem/issue over time, degree to which the legislation has been just and democratic, extent to which the goals of the legislation have been just and democratic, and extent to which the legislation contributed to greater social and economic justice

The length of this assignment may vary, but should address each of the above points. Citations are important here! Please include no fewer than 20 citations. Your draft historical policy analysis is due on **October 5<sup>th</sup>**. Your group will receive feedback on your draft with sufficient time to make edits before the final project is due at the end of the semester.

**II. Policy Brief** (15% of course grade)

For this assignment, each group will prepare a policy brief derived from the policy analysis described above. The policy brief is an important tool used by policy advocates to convince policymakers to take a specific course of action. Simply said, a policy brief is a succinct presentation of a problem or issue, its context and recommended action(s). The document should be 3-5 pages in length.

A good policy brief is clearly written, well-documented, compelling, to the point, speaks to implications of failure to act, includes visuals as well as text, and contains a specific call to action.

The policy brief completed for this assignment will include the following information:

1. Title
2. Executive summary (brief description of problem/issue, why action is needed, and recommended action(s))
3. Context/importance of problem/issue:
  - Description of problem/issue
  - Population impacted by problem/
  - Root cause(s) of problem/issue
  - Consequences of failing to take action
4. Critique of policy options:
  - Actions taken to date and why a new solution to the problem/issue is needed
  - Available options for addressing problem/issue
5. Recommendation/Demands
6. References/sources of information

Additional guidance on completing the policy brief will be provided in class. Sample policy briefs will be posted on the course Canvas site.

The draft policy brief is due on **Oct. 19**. Your group will receive feedback on your draft with sufficient time to make edits before the final project is due at the end of the semester.

**III. One-pager** (10% of course grade)

One of the most versatile and useful policy materials is a “one-pager” - a short fact sheet that quickly describes the issue and any policy changes or recommendations. A one-pager can be used for a variety of audiences, from legislative staffers to community residents new to the issue. Hint: the one-pager can include similar information to the executive summary of the policy brief.

Additional guidance on how to develop a one-pager will be provided in class. Written examples will be posted on the course Canvas site.

The date for submitting the draft one-pager is **Nov. 2**. Your group will receive feedback on your draft with sufficient time to make edits before the final project is due at the end of the semester.

**IV. Op-ed or petition** (10% of course grade)

Students will *individually* develop an opinion editorial (op-ed) of between 500 and 750 words related to the problem/issue addressed by their policy analysis. Op-eds are short commentary pieces that provide an effective way to communicate advocacy-related messages directly to target audiences. Op-eds appear daily in almost every newspaper and usually address current issues, express a viewpoint, and frequently offer solutions to address those issues. An op-ed is a way to raise awareness among decision makers, opinion leaders and fellow community members about important issues. Students will familiarize themselves with how to draft an effective op-ed as well as how to evaluate a published op-ed.

Students also have the option of drafting an advocacy petition, which is an advocacy tool used to garner public support for an issue or campaign. Petitions can include similar language to an op-ed, and are designed to solicit mass signatures to be delivered to a campaign target.

Additional guidance on how to develop an op-ed and petition will be provided in class. Written examples of op-ed pieces and petitions will be posted on the course Canvas site.

Op-eds or petition drafts are due on **Nov. 16**.

**V. Testimony** (10% of final course grade)

The ability to provide testimony to a policymaking body such as a board of education, city council or legislative committee is an essential skill for any policy advocate. Such testimony is intended to influence policy decisions, and is a public advocacy statement. *Individually*, students will write and present a 3-minute testimony that relates to the problem/issue addressed by their policy project. Guidance on completing the testimony will be provided in class and sample testimonies will be posted on the course Canvas site.

Each student will present their testimony to the class as part of the final presentations. Mock testimonies will be presented on **Nov. 30** and **Dec 3**.

**VI. Social Media Toolkit-** (10% of final course grade)

Effective advocates and organizers must know how to activate large constituencies through online platforms including social media. For many advocates, and especially during the COVID pandemic, online actions are the primary way to share information and mobilize community members and stakeholders to take action. Students will practice the art of distilling complex policy issues and problems into clear and inspiring social media posts, including 280-character tweets, eye-catching Instagram images and even compelling TikTok videos. Guidance on creating social media toolkits will be provided in class and examples of social media toolkits will be posted on the course Canvas site.

**Additional assignments:**

- Readings and participation (10%)
  - Students are expected to complete the reading assignments before class and come to class prepared to engage in critical thinking and communication, listen and learn from fellow students, keep an open mind and maintain respectful communication.
- Writing assignments (4) (20%) The 4 written assignments at the beginning of the semester are designed to help students apply critical thinking skills to course readings, and begin to effectively communicate in writing. These assignments are a precursor to the Policy Project and will help students prepare for more rigorous writing assignments. Students will choose one of the assigned readings for that week and in 400-500 words address the follow questions:
  - How does this piece suggest we create social change? Please provide an explanation that includes evidence from the reading.
  - What do you think about their assertions? Do you agree or disagree? Why?

A summary of course assignments is contained in the following table.

Assignment		Due Date	% of Course Grade
	<b>Policy Project</b>		<b>70%</b>
	Proposed topic	9/7	
I	Historical policy analysis	↓	15%
	Draft	10/5	
	Final	12/3	
II	Policy brief	↓	15%
	Draft	10/19	
	Final	12/3	

Assignment		Due Date	% of Course Grade
III	One-pager	↓	10%
	Draft	11/2	
	Final	12/3	
IV	Op-ed or petition	↓	10%
	Draft	11/16	
	Final	12/3	
V	Testimony	↓	10%
	Due + Presentation	11/30 & 12/2	
VI	Social media toolkit	↓	10%
	Due + presentation	11/30 & 12/2	
	<b>Written assignments (4)</b>		<b>20%</b>
	<b>Readings and class participation</b>		<b>10%</b>
	Total		100%

## VI. GRADES

The following distribution will be used to assign grades in this course:

94.0 - 99.999	A	74.0 - 76.999	C
90.0 - 93.999	A-	70.0 - 73.999	C-
87.0 - 89.999	B+	67.0 - 69.999	D+
84.0 - 86.999	B	64.0 - 66.999	D
80.0 - 83.999	B-	60.0 - 63.999	D-
77.0 - 79.999	C+	Below 60	F

## VII. CLASS POLICIES

**Conduct and Civility:** Social work students adhere to the Student Standards for Professional Conduct of the *NASW Code of Ethics* and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning

environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog.

**Readings and Preparatory Assignments:** Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class, online, and through assignments that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class. Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussion.

**Professional Communication and Interactions:** Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context in which it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable.

**Electronic Devices:** All communication devices should be turned off or placed on silent mode and put away during class. Unless laptops are required for specific class sessions, students may not use laptops during class without prior permission from the professor. Grade is negatively impacted by student's failure to comply with this policy.

**Class Attendance Policy:** Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Attendance is defined as students' attentive physical presence in class for the entire class. Establishing a pattern of late arrivals and early departures will negatively affect your grade. A pattern is considered three or more late arrivals and early departures during the semester. Late arrivals and early departures are defined as student arriving 10 minutes after class starting or prior to class ending. Missing more than two classes may result in loss of a letter grade. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

Class attendance will be taken at the *beginning* of the class throughout the semester. It is the students' responsibility to ensure that they have signed the attendance sheet.

A student who misses more than 3 classes without a valid, verifiable excuse will be subject to a penalty of *one letter grade*. For example, a student who misses 4 classes without a valid and verifiable excuse and whose grade based on course assignments is an "A", will receive a final grade of "B" in the course.



**Assignments and Grades:** Assignments should be turned in online on the date they are due barring serious, unforeseen medical illness or family emergencies. Penalties for late assignments will factor into the grade achieved for the assignment.

**Writing Style:** The *Publication Manual of the American Psychological Association Sixth Edition* (APA) is the style manual to be used by all students in this course. The manual is available at the library or for purchase at the UT Co-op.

**Use of Canvas:** The professor uses Canvas Web-based course management /collective workspace. An orientation will be given the first day of class. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, and campus and public libraries.

**Course Modification:** To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications will be posted to Canvas. Students should check their email frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

## VIII. UNIVERSITY POLICIES

**COVID-19 RELATED INFORMATION.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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/>.

**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.

**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.

## IX. COURSE SCHEDULE

Date	Topic	Readings	Assignment(s)
	Week 1		
Aug 26	Introductions; class schedule and COVID precautions; review of course assignments  The role of the social worker in creating social change	No readings	
	Week 2		
Aug 31	The role of the social worker in creating social change cont.	<u>Readings:</u> INCITE! Women of Color Against Violence, <i>The Revolution Will Not be Funded</i>  Movement for Family Power, <a href="#"><u>How the foster system has become ground zero for the US drug war</u></a>	
Sept 2		Written assignment #1 due by 2pm	Written assignment #1
	Week 3		
Sept 7	Police and prison abolition	<u>Readings:</u> Robert Perkinson, <i>Texas Tough</i> Angela Davis, <i>Are Prisons Obsolete?</i> Critical Resistance, <i>Abolition Now! Ten Years of Strategy and Struggle Against the Prison Industrial Complex.</i>	Policy project topic due; groups assigned

Date	Topic	Readings	Assignment(s)
		The Appeal, <a href="#">Social workers are rejecting calls for them to replace police</a>	
Sept 9		Written assignment #2 due by 2pm	Written assignment #2
	Week 4		
Sept 14	Capitalism, white supremacy and the housing crisis	<u>Readings:</u> Keeanga Yamahtta Taylor, <i>Race for Profit</i>  <a href="#">Tiny Houses Have a Big Problem</a>  Additional readings TBA	
Sept 16		Written assignment #3 due by 2pm	Written assignment #3
	Week 5		
Sept 21	-Healing Justice -Transformative Justice -Harm Reduction -Disability Justice -Peer Movements	<u>Readings:</u> Liat Ben-Moshe, <i>Disability Incarcerated</i> Dean Spade, <i>Mutual Aid</i> Leah Lakshmi Piepzna-Samarasinha, <a href="#">Healing Justice</a> Additional readings TBA	
Sept 23		Written assignment #4 due by 2pm	Written assignment #4
	Week 6		
Sept 28	Intro to policy analysis  Ways to affect policy change  Community Organizing 101	<u>Readings:</u>  knotted line, <i>Timeline of Resistance</i>  Additional readings TBA	knotted line worksheet provided
Sept 30			Legislative tracking assignment
	Week 7		
Oct 5	Writing for policy and advocacy audiences cont.	<u>Readings:</u>  The Texas House, <a href="#">How a bill becomes a law</a> Texas Legislative Council, <a href="#">The Legislative Process in Texas</a>  Examples of policy pieces TBA	Part I Policy Project due: Historical policy analysis
Oct 7			
	Week 8		

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment(s)</b>
Oct 12	Using data and research in policy analysis	<u>Readings</u> : TBA	
Oct 14			
	Week 9		
Oct 19	Participatory Action Research	<u>Readings</u> : Public Science Project, <a href="#">PAR Map</a>  Additional readings TBA	Part II Policy Project: Policy brief due
Oct 22			
	Week 10		
Oct 26	Coalition building	<u>Readings</u> : TBA	
Oct 28			
	Week 11		
Nov 2	*No class*  Groups meet with instructor for historical analysis and policy brief feedback	<u>Readings</u> : None	Part III Policy Project: One-pager due
Nov 4			
	Week 12		
Nov 9	Organizing campaign tools – petitions, sign-on letters, calls-to-action	<u>Readings</u> : Examples of campaign organizing tools will be added to Canvas	
Nov 11			
	Week 13		
Nov 16	Communications – messaging, digital organizing, social media	<u>Readings</u> : The Opportunity Agenda, <a href="#">Why values based messaging?</a>  <i>knotted line worksheet</i>	Part IV Policy Project: Op-ed or petition
Nov 18		Assignment: Find 3 online messaging campaigns you think are well done and tell me why. What values are they communicating? Do you see the dominant narrative? What is the counter narrative?	
	Week 14		
Nov 23	Public speaking: the art of the public testimony	<u>Readings/watchings</u> : Will be added to Canvas	
	Week 15		
Nov 30	Final presentations		Part V Policy project: Testimony + social

Date	Topic	Readings	Assignment(s)
			media toolkit presentations
	Week 16		
Dec 2	Last day of class  Final Presentations		Testimony + social media toolkit presentations  Final policy project (Parts I-VI) due

## X. BIBLIOGRAPHY

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