Course Number:	SW 382R	**Instructor:**	Cate Graziani, MSSW, MPAff
Unique Number:	59810	**Email:**	cate.graziani@utexas.edu
Semester:	Spring 2022	**Office:**	
Meeting Time/Place:	Tues 5:30 – 8:30 pm	**Office Phone:**	
	SSW 2.132	**Office Hours:**	By appointment

Social Policy Analysis & Social Problems

I.   STANDARDIZED COURSE DESCRIPTION

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

II.   STANDARDIZED COURSE OBJECTIVES

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

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
<u>Outcome 5.1</u>: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
<u>Outcome 5.2</u>: Assess how social welfare and economic policies impact the delivery of and access to social services.
<u>Outcome 5.3</u>: 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) 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

Mariame Kaba. (2021). *We do this 'til we free us*, Haymarket.

Davis, A. Y. (2003). *Are prisons obsolete?* Seven Stories Press.

INCITE. (2007). *The revolution will not be funded: Beyond the non-profit industrial complex*. Cambridge, Mass: South End Press.

Szalavitz, M. (2021). *Undoing Drugs: The Untold Story of Harm Reduction and the Future of Addiction*, Hachette Go.

Taylor, K.-Y. (2019). *Race for profit: How banks and the real estate industry undermined black homeownership.* University of North Carolina Press.

Ejeris Dixon and Leah Lakshmi Piepzna-Samarasinha (editors). (2020). *Beyond Survival, Strategies and Stories from the Transformative Justice Movement,* AK Press.

Additional reading and video links will be assigned and available to you electronically via Canvas.

V. COURSE REQUIREMENTS

Assignment #1 – Policy Project
This assignment is intended to demonstrate that students have mastered identified competencies and practice behaviors covered in this course. 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 I, II, III & VI will be group assignments, and Parts IV & V will be individual assignments. Drafts of each of these components will be due throughout the semester, with the final project due on the last day of class. Groups have the option to turn in edited final versions of Parts I-III on the last day of class, and if feedback was effectively incorporated, new grades will supplant the initial scores.

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

This assignment is the most research intensive and lengthy of the Policy Project assignment - do not to wait until the last minute to start putting it together! This assignment also sets you up to be able to complete parts II-VI with relative ease. The following provides a general outline for the paper.

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 the week of March 8th. Your group will receive feedback on your draft with sufficient time to make edits before 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 the week of March 22nd. Your group will receive feedback on your draft with sufficient time to make edits before 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 the week of March 29th. Your group will receive feedback on your draft with sufficient time to make edits before 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.

Your op-ed or petition should do the f
ollowing 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 "appl[ied] 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.

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 the week of April 12th.

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 in class on April 26th.

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. ***In groups,*** 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. Each group is required to create content for at least 3 social media platforms. 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.

Each group will present their social media toolkits on the last day of class, May 3rd.

Additional assignments:
- Readings, participation and attendance (15%)
    - 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) (15%) 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 respond to the indicated readings for that week and in 400-500 words address the follow questions:
    - What is the author(s)' analysis of the social problem they discuss? *i.e. what is the root cause?*
    - 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
Policy Project			**70%**
	Proposed topic	2/1	
I	Historical policy analysis	⬇	15%

	Assignment		Due Date	% of Course Grade
		Draft	3/8	
		Final	5/3	
II	Policy brief		⬇	15%
		Draft	3/22	
		Final	5/3	
III	One-pager		⬇	10%
		Draft	3/29	
		Final	5/3	
IV	Op-ed or petition		⬇	10%
		Final	4/12	
V	Testimony		⬇	10%
		Due + Presentation	4/26	
VI	Social media toolkit		⬇	10%
		Due + presentation	5/3	
	Written assignments (4)			**15%**
	Readings and class participation			**15%**
	Total			100%

VI. GRADES

94.0 - Above	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 ne 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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: http://deanofstudents.utexas.edu/conduct.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner.Students can find UT Austin's policies and instructions for updating their e-mail address at https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Office for Inclusion and Equity. The University does not maintain a list of religious holy days.

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 campus carry may be found here: https://campuscarry.utexas.edu.

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 and COVID-19 ADVICE LINE (BCCAL). 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 and COVID-19 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 https://safety.utexas.edu/behavior-concerns-advice-line. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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 (complete before class)	Assignment(s)
	Week 1		
Jan 18	Introductions; class schedule and COVID precautions; review of course assignments The role of the social worker in creating social change	INCITE! Women of Color Against Violence, *The Revolution Will Not be Funded,* Introduction pp 1-16 Paul Kivel, Social Service or Social Change? pp. 129-149	
	Week 2		
Jan 25	Police and prison abolition	Readings: Angela Davis, *Are Prisons Obsolete?* Mariame Kaba, *We do this 'til we free us, Part I, pp 2-17* Austin Reimagine Public Safety Taskforce, *History of Policing Interactive Timeline* The Appeal, *Social workers are rejecting calls for them to replace police*	Written assignment #1

Date	Topic	Readings (complete before class)	Assignment(s)
		Written assignment #1 due by 5pm on Friday	
	Week 3		
Feb 1	Capitalism, white supremacy and the housing crisis	Readings: Keeanga Yamahtta Taylor, *Race for Profit, Chapter 3: The Business of the Urban Housing Crisis* Kevin Foster, *Destruction of Black Communities in the Name of Progress*. Tiny Houses Have a Big Problem Written assignment #2 due by 5pm on Friday	Policy project topic due; groups assigned Written assignment #2
	Week 4		
Feb 8	Peer-led movements: -Transformative Justice	Readings: Mariame Kaba, *We do this 'til we free us, Part VI, pp. 132-162* Ejeris Dixon and Leah Lakshmi Piepzna-Samarasinha (editors), *Beyond Survival, Strategies and Stories from the Transformative Justice Movement, pp 141-187 & 275-285* Written assignment #3 due by 5pm on Friday	Written assignment #3
	Week 5		
Feb 15	Peer-led movements cont.: -Healing Justice -Harm Reduction	Readings: Maia Szalavitz, *Undoing Drugs: The Untold Story of Harm Reduction and the Future of Addiction* Leah Lakshmi Piepzna-Samarasinha, *Healing Justice* Written assignment #4 due by 5pm on Friday	Written assignment #4
	Week 6		

Date	Topic	Readings (complete before class)	Assignment(s)
Feb 22	Ways to effect policy change Community Organizing 101 Intro to policy analysis	<u>Readings:</u> Mariame Kaba, *We do this 'til we free us,* Part V, pp. 104-129 We Power Policy Toolkit The Resident Action Project, *Toolkit for Organizing*	
	Week 7		
March 1	Writing for policy and advocacy audiences	<u>Readings:</u> Examples of policy publications will be added on Canvas Movement for Family Power, *How the foster system has become ground zero for the US drug war* Human Rights Watch, *Every 25 Seconds The Human Toll of Criminalizing Drug Use in the United States* ACRE, *21st Century Policing: The Rise and Reach of Surveillance Technology* Optional readings: The Texas House, *How a bill becomes a law* Texas Legislative Council, *The Legislative Process in Texas*	
	Week 8		

Date	Topic	Readings (complete before class)	Assignment(s)
March 8	Using data and research in policy analysis Participatory Action Research + Participatory Budgeting	Readings: Grassroots Leadership, *Travis County Jail in 2015: Data points to racism and longer confinement of African Americans* Texas Harm Reduction Alliance, Grassroots Leadership, Texas Criminal Justice Coalition, and Civil Rights Clinic, UT Law, *Ending the War on Drugs in Travis County, Texas: How Low-Level Drug Possession Arrests are Harmful and Ineffective* Public Science Project, *PAR Map* The Morris Justice Project Bushwick Action Research Collective Participatory Budgeting Project	Part I Policy Project due: Historical policy analysis
	Week 9		
March 15	Spring Break		
	Week 10		
March 22	Coalition building	Readings: Dean Spade, *Mutual Aid,* pp 65-104 Toxic Connections: Coalition strategies against jail expansion, pp 103-107 from Critical Resistance, *Abolition Now! Ten Years of Strategy and Struggle Against the Prison Industrial Complex*	Part II Policy Project: Policy brief due
	Week 11		
March 29	*No class* Groups meet with instructor for historical analysis and policy brief feedback	Readings: None	Part III Policy Project: One-pager due
	Week 12		
April 5	Organizing campaign tools – petitions, sign-on letters, calls-to-action	Readings: Examples of campaign organizing tools will be added to Canvas	

SW 328R
Spring 2022

Date	Topic	Readings (complete before class)	Assignment(s)
	Week 13		
April 12	Communications – messaging, digital organizing, social media	Readings: The Opportunity Agenda, *Vision, Values, Voice: A Communications Toolkit.* Global Action Project liberation media worksheet 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?	Part IV Policy Project: Op-ed or petition
	Week 14		
April 19	Public speaking: the art of the public testimony	Readings/watchings: On Canvas	
	Week 15		
April 26	Testimony Presentations		Part V Policy project: Testimony
	Week 16		
May 3	Last day of class Social media toolkit presentations		Part VI: Social media toolkit presentations Final policy project (Parts I-VI) due

X.   BIBLIOGRAPHY

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