



Course title:	Methods for Socially Just Policy Analysis	
Course #/term:	[SW 639], [Fall, 2020]	
Time and place:	[Thursday], [9:00 AM – 12:00 PM]	
Credit hours:	3	
Prerequisites:	Foundation Essentials required	
Instructor:	[Justin Hodge, LMSW]	
Pronouns:	[he, him, his]	
Contact info:	Email: [hodjusti@umich.edu]	Phone: [(734) 325-9136]
	You may expect a response within 48 hours	
Office:	3743 SSWB	
Office hours:	By appointment	

1. Course Statement

Course Description

This course will introduce students to a set of analytic tools and skills for critical policy thinking, reading, and writing. Analytic tools introduced in this class include Eugene Bardach’s Eightfold for policy analysis and using a feminist and intersectional framework for policy analysis with a particular emphasis on race, gender, and class. This course will enhance critical writing skills and teach concise and persuasive writing methods, issue framing, and legislative literacy for effective policy writing. Students will learn qualitative and quantitative data collection and analysis methods frequently used for policy analysis. Students will also be introduced to policy document writing, including policy briefs, memos, factsheets, op-eds, and public comments. Finally, students will learn how to locate, read, and translate policy for community consumption.

Course Objectives

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

1. Explore frameworks for policy analysis and utilize various frameworks for analysis, such as critical race theory, feminist, and intersectional frameworks;
2. Apply frameworks for policy analysis to the assessment of impact on social, economic, and environmental justice;
3. Explore research on evidence-based policymaking and its application to policy development and enactment;
4. Develop and evaluate a reasonable set of options (policy recommendations) for changing a particular bill or existing policy;
5. Design and implement a preliminary political and advocacy strategy for facilitating the enactment of the preferred option;
6. Organize and prepare different types of policy documents and/or policy recommendations;
7. Discuss the effect of social location and positionalities on policy development, their influence across system levels, and the process by which policy can advantage/privilege and disadvantage/oppress groups based on social location;
8. Discuss typical ethical concerns and concepts of equity related to social policy development and enactment

Course Design

This course will use multiple methods including but not limited to: lectures, demonstrations, case studies, readings, guest speakers, discussions, written assignments, individual and group exercises. The course will be offered primarily in person with the possibility of a flipped-class or hybrid structure.

Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS)

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Issues related to privilege, oppression, diversity, and social justice will be explored through a policy lens. This course will focus on providing students with the tools to advance social justice through engagement in policy and politics, with a focus on engaging marginalized populations in the policy development process. Students will gain skills to analyze policies in relation to PODS, including evaluating the extent to which policies promote equity with regard to race, class, gender, sexual orientation, disability status and other aspects of social location.

2. Class Requirements

a. Text and class materials

The following book is required for this course:

Bardach, E., & Patashnik, E. M. (2016). *A practical guide for policy analysis: The eightfold path to more effective problem solving*.

I will place additional required readings in the “Files” section on Canvas, arranged in the “Modules” section. Students are expected to have completed all assigned readings prior to class.

Readings may be changed due to visits by guest lecturers, special circumstances, and student needs. I will aim to make any changes to readings two weeks in advance.

b. Class schedule

Refer to the “Modules” section on Canvas for the class schedule. Readings, assignments, and other activities are organized by class session in that section.

c. Assignments

Assignment instructions and rubrics will be posted on Canvas in the “Assignments” section. All assignments are due by 11:59 PM on the dates listed.

Assignment	Due date	Percent of overall grade
Policy Analysis	Eightfold Path: Steps 1 & 2 - (10/7/2020) Eightfold Path: Steps 3, 4, 5 - (10/21/2020) Eightfold Path: Steps 6, 7, 8 - (11/4/2020)	30% Total Part 1: 10% Part 2: 10% Part 3: 10%
Writing Workshop	We will spend class on 11/19/2020 doing a peer writing workshop. You are required to bring drafts of your policy products.	10%
Policy Products	Policy Brief (12/13/2020) Product of Your Choice (12/13/2020)	30% 30%

d. Attendance and class participation

Both class attendance and active purposeful participation in class discussion and activities are paramount for the successful completion of this course. This course covers a content domain that is extensive, and given the time framework of the course each class moves quickly in discussing information.

e. Grading

Please review the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#).

Final grades will be determined on the basis of performance. Letter grades will be allocated as follows:

100+	A+	77-79	C+
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
		<60	E

f. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

g. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

h. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is not required.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*