



| | | |
|------------------------|--|--------------------------------|
| Course title: | Methods for Socially Just Policy Analysis | |
| Course #/term: | [SW 639], [Winter 2023] | |
| Time and place: | [Thursday], [9:00 AM – 12:00 PM] [B780 SSWB] | |
| Credit hours: | 3 | |
| Prerequisites: | Foundation Essentials required | |
| Instructor: | [Justin Hodge, LMSW] | |
| Pronouns: | [he, him, his] | |
| Contact info: | Email: [hodjusti@umich.edu] | Phone: [(734) 647-8891] |
| | You may expect a response within 48 hours | |
| Office: | 4688 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

I will place 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.

| Date/Time | Agenda | Required Readings & Assignments |
|---|----------------------------------|--|
| January 9 | Course Overview | Syllabus |
| January 16: NO CLASS - Martin Luther King Jr. Birthday Observance | | |
| January 23 | Social Workers & Policy Analysis | Video: Introduction to the public policy process |

| | | |
|------------|--|---|
| | | <p>Caputo, R. K. (2014). <i>Policy analysis for social workers</i>. Thousand Oaks, CA: SAGE Publications.</p> <ul style="list-style-type: none"> • Appendix B: Historical Overview of Policy Analysis |
| January 30 | Policy Approaches: Evidence-based Policymaking | <p>Video: Evidence-Based Policymaking Made Easy by 'Results First' Tool</p> <p>Evidence-Based Policymaking: A Guide for Effective Government</p> <p>Recorded Lectures on Canvas by Professor Justin D. Hodge</p> <ul style="list-style-type: none"> • Writing a Policy Brief • Examining a Policy Brief <p>Butterfield, A. K., Rocha, C. J. (2010). <i>The dynamics of family policy</i>. Chicago, Ill.: Lyceum Books.</p> <ul style="list-style-type: none"> • Appendix A: Writing a Policy Brief <p>Creating a One-Pager WRITING FOR A POLICYMAKER & STAKEHOLDER AUDIENCE by Eileen Kostanecki, IHPI Director of Policy Engagement & External Relations</p> |
| February 6 | Policy Approaches: Targeted Universalism | <p>Targeted Universalism Video Explainer</p> <p>Targeted Universalism Podcast</p> <p>Targeted Universalism Primer</p> |

| | | |
|-------------|--|--|
| | | Implementing Targeted Universalism Case Study |
| February 13 | Analysis Lenses & Social Work and Technology | <p>Bradbury, Alice. (8/4/2019). A critical race theory framework for education policy analysis: the case of bilingual learners and assessment policy in England. <i>Race Ethnicity and Education</i>, 1–20.</p> <p>Reamer, F. G. (2021, October 19). <i>Technology Trends: Technology for Social Good</i>. Social Work Today. Retrieved January 3, 2023, from https://www.socialworktoday.com/archive/Fall21p30.shtml</p> <p>Barman-Adhikari, A. (2022, October 13). <i>How social workers use AI to help unhoused teens</i>. YouTube. Retrieved January 3, 2023, from https://www.youtube.com/watch?v=1E7BoJQf050</p> |
| February 20 | Analysis Lenses & Automating Inequality | <p>Mcphail, Beverly. (2003). A Feminist Policy Analysis Framework. <i>The Social Policy Journal</i>. 2. 39-61. 10.1300/J185v02n02_04.</p> <p>Hankivsky, Olena, Grace, Daniel, Hunting, Gemma, Giesbrecht, Melissa, Fridkin, Alycia, Rudrum, Sarah, Ferlatte, Olivier, et al. (10/12/2014). An intersectionality-based policy analysis framework: critical reflections on a methodology for advancing equity. <i>International journal for equity</i></p> |

| | | |
|--------------------------------------|---------------------------------|---|
| | | <p>in health, 13(1), 119. Research Support, Non-U.S. Gov't, England: BioMed Central Ltd.</p> <p>Eubanks, V. (2018, December 7). <i>Virginia Eubanks: Automating inequality</i>. Retrieved January 3, 2023, from https://stpp.fordschool.umich.edu/video/2018/virginia-eubanks-automating-inequality</p> |
| February 27: NO CLASS - Spring Break | | |
| March 6 | Policy Analysis: Eightfold Path | <p>Bardach, E., & Patashnik, E. M. (2020). <i>A practical guide for policy analysis: The eightfold path to more effective problem solving</i>. Thousand Oaks: CQ Press SAGE.</p> <ul style="list-style-type: none"> • Part I <p>Eightfold Path Recorded Lecture on Canvas by Professor Justin D. Hodge</p> |
| March 13 | Policy Analysis: POLARIS | <p>Centers for Disease Control and Prevention. <i>Overview of CDC's Policy Process</i>. Atlanta, GA: Centers for Disease Control and Prevention, US Department of Health and Human Services; 2012.</p> <p>Centers for Disease Control and Prevention. <i>Using Evaluation to Inform CDC's Policy Process</i>. Atlanta, GA: Centers for Disease Control and Prevention, US Department of Health and</p> |

| | | |
|----------|---|--|
| | | Human Services; 2014. |
| March 20 | Policy Analysis: European Training Foundation | European Training Foundation. (2018). Guide to policy analysis. Publications Office. https://doi.org/10.2816/60610 |
| March 27 | Writing Workshop | Optional Readings: Chrisinger, D. (2017). <i>Public policy writing that matters</i> . Baltimore: Johns Hopkins University Press. <ul style="list-style-type: none"> • Chapter 1: Case In Point Smith, C. F. (2019). <i>Writing public policy: A practical guide to communicating in the policy making process</i> . New York, NY: Oxford University Press. <ul style="list-style-type: none"> • Chapter 2: Communicating Pennock, A. (2019). <i>The CQ Press writing guide for public policy</i> . Los Angeles: Sage /CQ Press. <ul style="list-style-type: none"> • Chapter 6: Visually Communicating: On Creating and Writing About Graphs and Other Figures |
| April 3 | Digital Welfare State | Webber, J. E., & Booth, R. (2019, October 21). <i>The Digital Welfare State: Chips with everything podcast</i> . The Guardian. Retrieved January 3, 2023, from https://www.theguardian.com/technology/audio/2019/oct/21/the-digital-welfare-state-chips- |

| | | |
|----------|-------------------------|--|
| | | <p>with-everything-podcast</p> <p>Pilkington, E. (2019, October 14). <i>Digital Dystopia: How algorithms punish the poor</i>. The Guardian. Retrieved January 3, 2023, from https://www.theguardian.com/technology/2019/oct/14/automating-poverty-algorithms-punish-poor</p> |
| April 10 | Technology & Caregiving | <p>Eubanks, V., & Mateescu, A. (2021, July 28). <i>'we don't deserve this': New app places US caregivers under Digital Surveillance</i>. The Guardian. Retrieved January 3, 2023, from https://www.theguardian.com/us-news/2021/jul/28/digital-surveillance-caregivers-artificial-intelligence</p> <p>Mateescu, A., & Eubanks, V. (2021, June 3). <i>'care bots' are on the rise and replacing human caregivers</i>. The Guardian. Retrieved January 3, 2023, from https://www.theguardian.com/us-news/2021/jun/03/care-bots-on-the-rise-elder-care</p> |
| April 17 | Wrap-up | |

c. Assignments

Assignment instructions can also be found on Canvas in the “Assignments” section. Assignments are due by 11:59 PM on the date listed.

The second Writing Workshop Session is designed for students to provide each other with feedback on the policy brief and factsheet assignments. You are expected to come with drafts of those assignments to share with group members. Participation in this session is worth 10% of your final grade.

| Assignment | Due date | Percent of overall grade |
|--|-----------------|---------------------------------|
| Assignment 1: Exploring an International Policy Issue | 1/30/23 | 20% |
| Assignment 2: Policy Factsheet | 3/6/23 | 30% |
| Assignment 3: Policy Brief | 4/17/23 | 40% |
| Writing Workshop | 3/27/23 | 10% |

Assignment 1: Exploring an International Policy Issue

For this assignment, you will explore a policy issue in another country and analyze how it is being responded to. You should cover the following:

- History & Current State: Provide a brief summary of the history of the issue, including how it got started, how it has changed over time, and its current state.
- Policy Responses: Describe past and current policy responses that have attempted to address the issue.
- Policy Recommendations: Provide recommendations on how the government and/or other stakeholders could address the issue.

Next, reflect on your experience by answering the following questions:

- How are the current state of the issue and the responses to it different and similar to its state in the United States?
- What role do social workers have in addressing the issue in the country you looked at? What are your thoughts about this?
- What were your key takeaways from this assignment? Did anything surprise you?

This should be completed in 3 to 6 double-spaced pages or a 5 to 10-minute audio/video recording.

Assignment 2: Policy Factsheet

Using the policy analysis frameworks you practiced throughout the semester, you will complete a professional quality policy factsheet. This factsheet is intended to be shared with someone in the community, such as a policymaker or advocacy group and is designed to compliment your policy brief.

The factsheet should be two pages and adhere to the following guidelines:

- Use an attention-grabbing title that explains the content
- Organize your content effectively using headings
- Make use of bullet points when possible, rather than paragraphs
- Spell out acronyms, avoid jargon, and define “specialty” terms
- Present your information in a non-partisan way
- Include your name, date, and contact information

Assignment 3: Policy Brief

Using the policy analysis frameworks you practiced throughout the semester, you will complete a professional quality policy brief. This brief is intended to be shared with someone in the community, such as a policymaker or advocacy group.

The policy brief should have the following sections:

Title

Your title should be attention-grabbing, compelling, and clearly convey the topic.

Executive Summary

Sell the reader on the document by grabbing their interest with a concise problem description, the need for immediate action, and your recommendation. This is essentially a very brief summary of the entire document. All of the key components of your policy brief should be contained here so that the reader can see its value and becomes interested in reading the rest of it to learn the finer details.

Problem Description

Convince the reader that action is needed by clearly defining the problem addressed by your policy brief, describing the causes of the problem, and detailing the policy implications of the problem.

Policy Options

Explore multiple approaches to solving the identified problem through policy. Compare between 3 and 5 policy alternatives, with one of them being the current policy environment. Using a visual aid, such as a table or matrix, is an effective method of demonstrating the differences between the policy alternatives.

Policy Recommendations

Persuade the reader that your selected policy alternative is the best option. Discuss the shortcomings and benefits of each option, while highlighting that your selection is worth the tradeoffs associated with it. If possible, include recommendations on how the policy can be implemented.

Appendices

Only include appendices when absolutely necessary.

Sources

You are not restricted to a specific citation style, but use the same style throughout the whole document

Requirements

- The entire document should be at least 2000 words
- The document should be visually appealing through the use of color, graphics, tables, and figure

Extra Credit

For extra credit, you may complete as many of the following assignments as you would like. Please let me know if you are interested in doing this and we can discuss the specifics. Additional resources for each option are available on Canvas.

Additional Exploring an International Policy Issue

You may complete the Exploring an International Policy Issue assignment on additional countries for extra credit.

Op-ed

Using the policy analysis frameworks you practiced throughout the semester, you will complete a policy-focused op-ed. This op-ed is intended to be publishable quality, so it will be important to follow submission guidelines for your publication of choice. The Michigan Journal of Public Affairs is one option, but we can explore other options throughout the semester. Your topic should complement your policy brief.

Legislative Testimony and Public Comment

You may write legislative testimony or public comment to complement your policy brief.

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 frame 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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course 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](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). 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*