



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Spring 2018

Course Title: U.S. Immigration Policy and the American Dream

Course Prefix/Number/Section: SOCW 3320/MAS 3320-001/002

Instructor Name: Marcela Gutierrez, LMSW

Faculty Position: Assistant Professor in Practice

Faculty Profile: <http://www.uta.edu/profiles/marcela-gutierrez>

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Office Hours: Virtual Office Hours: Monday, 12pm-2pm

Day and Time of Class (if applicable): Online

Location: Online

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.
Blackboard: <https://elearn.uta.edu>

A. Description of Course Content

Focus on American identity through the examination of immigration to the United States, past and present, and the evolution of U.S. immigration policy. Topics include U.S. attitudes and policy responses to European, Asian and Latin American immigration and to the incorporation of the descendants of African slaves and Native Americans. Emphasis is placed on a strengths-based, social justice perspective for studying the impact of immigration on communities and populations. Offered as SOCW 3320 and MAS 3320. Credit will be granted only once.

B. Student Learning Outcomes

By the end of the semester, students should be able to demonstrate the following practice behaviors, comprised of knowledge, values and skills:

1. Critically examine concepts of citizenship through a historical review of European, Asian and Latin American immigration to the United States and S. responses.
2. Illustrate how immigration policy and political actors construct legal and social categories of immigrants (e.g. undocumented, migrants, families, skilled workers, refugees, residents, and citizens) and how these categories intersect with racial and gender
3. Describe the dynamic interactions of migrants with social and economic
4. Critically analyze and discuss key issues in immigration research, policy and practice from a strengths
5. Evidence understanding of and respect for migrant family issues, including such identities and statuses as age, sex, race, ethnicity, socioeconomic status, disability status, religion, sexual orientation, culture and history.
6. Review ethical standards, cultural competency, and research-grounded approaches in working with or

studying migrants.

7. Critique immigration policies from a social justice framework, with particular attention to immigration reform and its implications for immigrants, communities and populations.
8. Develop plans for advocacy and argue on behalf of migrants at the individual, organizational and community-wide levels.

Additional Student Learning Outcomes for Social Work Majors

Educational Policy 2.1.3, part a. Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Social workers:

1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (Achieved through Policy Memo, Group Debate).

Educational Policy 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Social workers:

1. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (Achieved through: Current Events, Quizzes, Application Activities, Peer Review);
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (Achieved through: Current Events, Quizzes, Application Activities, Peer Review);
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences (Achieved through: Current Events, Quizzes, Application Activities, Peer Review); and
4. View themselves as learners and engage those with whom they work as informants (Achieved through: Current Events, Quizzes, Application Activities, Peer Review).

Educational Policy 2.1.5—Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Social workers:

1. Understand the forms and mechanisms of oppression and discrimination (Achieved through: Current Events, Quizzes, Application Activities);
2. Advocate for human rights and social and economic justice (Achieved through: Policy Memo, Group Debate); and
3. Engage in practices that advance social and economic justice (Achieved through: Policy Memo, Group Debate).

C. Required Textbooks and Other Course Materials

- **Textbook:** Chang-Muy, F. & Congress, E. (Eds.). (2016). *Social Work with Immigrants and Refugees: Legal Issues, Clinical Skills, and Advocacy* (2nd ed.). New York, NY: Springer Publishing Company.

A major national news outlet. You select at least one of the following: the New York Times, Los Angeles Times, Washington Post, USA Today, or the Wall Street Journal. While you can choose to purchase a digital or print subscription, each of these newspapers has a website that allows free access to online articles up to a certain number of articles per day/week/month. You can also explore signing up for daily emails, although similar restrictions on the number of free articles may apply. You can sign up to news alerts through social media sites such as Twitter, where available.

D. Additional Recommended Textbooks and Other Course Materials

- Google Alerts: This is a free service that allows you to monitor the web for interesting new content. Choose up to three current policy topics of your interest (e.g. immigration, Affordable Care Act, police brutality, gun rights) and create alerts. Be careful with creating an alert that is either too narrow or too broad—for example, “immigration” may generate an overwhelming amount of alerts as compared to “immigrant children Central America.” Information on creating the alerts can be found at <https://www.google.com/alerts>
- Local newspaper such as the Fort Worth Star-Telegram or Dallas Morning News
- “All Things Considered” and/or “Morning Edition” on National Public Radio. This can be accessed locally via KERA-FM (90.1) or online. See schedule at <http://www.kera.org/radio/schedule/>
- CNN News and Policy discussions
- Evening Network News – (CBS, ABC, NBC)

Additional readings may be added throughout the course to respond to important developments in current policy. Any additional readings will be provided online through Blackboard.

E. Descriptions of Major Assignments and Examinations

Approach to the Classroom

My approach to teaching online is to see the classroom as a democracy of adult learners. As the instructor, I have the power to execute the rules of the classroom. However, you have the authority to propose, eliminate or change the rules of the classroom. This can include almost anything on this syllabus, from due dates to assignments. Look for the FAQ Discussion Board in Blackboard, where you can post questions or suggestions. If there is a lot of support for an idea, we can hold an official class vote to make changes. I will usually honor the classroom vote as long as the recommended action is within my control and helps us achieve the goals of the classroom. I strive to always provide a clear explanation for any decision I make, and if my decision is considered unfair, you reserve the right to appeal my decisions in writing.

Assignment	Points Possible	Proposed Weight*
Individual Assignments		
Reading Quizzes - 1st Attempt (12 total)	10 points each	10%
Reading Quizzes - 2nd Attempt (12 total)	10 points each	15%
Current Events-Individual (15 total)	10 points each	15%
Policy Memo-Individual	210 points	25%
Group Assignments		
Quiz Discussions	Included in Peer Review	n/a
Discussion Groups	Included in Peer Review	n/a
Advocacy Project	200 points	25%

Other		
Peer Review and Reflection	200 points	10%
TOTAL <i>*Weights are used to adjust how much each assignment will affect your final score. Your final score You may also have certain scores dropped from your final score as described below.</i>	1000	100%

Instructional Methods

The assignments in this course are inspired by the Team-Based Learning, or TBL, approach. TBL is focused on small group learning and focuses on students coming to class prepared, as well as applying the course concepts in interesting and real-world approaches. This approach is designed to enable you to come up with decisions as a team and debate them, with the goal of understanding “why” some have a different perspective. While the course schedule provides more details, generally this means you will prepare before class by reading the material ahead of time. The instructor will then insure you have the basic concepts from the reading, fill in any of the gaps, and move into group discussions that include various application activities.

Small groups are designed to include diverse backgrounds and strengths. Group members will be held accountable to each other, which means a large part of your grade will be determined by your group members and their evaluation of your communication, reliability, contributions, cooperation, attitude, etc. Small groups are not without their problems, and I address this in three ways. First, the course schedule sets aside significant amounts of time for discussion groups that focus on team activities and other group assignments. Secondly, since writing assignments are usually much more challenging in a group context, these will be completed on an individual basis with limited collaboration from your group. Third, each group is encouraged to review the weight of the assignments and propose changes as needed. This means that, regardless of the number of points, the class can influence how much each assignment will impacts their overall grade.

• READING QUIZZES

It is important to keep up with the readings in order to facilitate your ability to apply the concepts from this class in a practical and meaningful way. To ensure that your review of the reading is taking place on a consistent basis, various quizzes will be given during the semester. Each quiz will only cover material from the readings. You have two attempts to complete each quiz - the first is on your own, and the second follows a group discussion about the quiz. You will have 15 minutes for each attempt and can earn up to 10 points in each attempt. It is reasonable to expect a score from 5-7 on the first attempt and 7-9 on the second, as the goal of this process is to draw on the collective knowledge of your group members to improve your own knowledge. Therefore, your second attempt will count for more than the first attempt. You will follow the steps listed below:

1. During the week, review the assigned reading and other materials available on Blackboard.
2. Your first attempt at the Reading Quiz must be done on your own. This is due by the end of the day on Friday, but you will not receive your score right away.
3. Over the weekend, you will discuss your answers within a small group Quiz Discussion Board. Everybody in your small group is expected to contribute to this Quiz Discussion.
4. You will complete the Reading Quiz a second time by the end of the day on Sunday. Scores for both the 1st and 2nd attempt will become available by the end of the day on Sunday.
5. Groups have the opportunity to appeal their score if the wording on a question was unclear, had more than one possible answer, or was misleading. Appeals must be agreed upon as a group and cannot be submitted without group approval.

Questions are all multiple choice and there will be 12 electronic quizzes administered during the semester. However, in order to accomodate for unexpected challenges that may occur throughout the semester, the

instructor will drop your 4 lowest Reading Quiz grades (2 individual, 2 group) at the end of the semester. The **green** items in the following chart depicts how this process is structured throughout the week:

• CURRENT EVENTS

Immigration policy can change on a day-to-day basis, so students are expected to keep up with **reliable** news sources about immigration policy through weekly current event posts from at least one major media news outlet (see Required Course Materials). This not only helps everybody become a more knowledgeable citizen, but also helps in contributing actively to the classroom content.

You will search for a news story each week and follow the three steps below to share it on Blackboard as an online discussion board post by the end of the day on Friday. You will then select at least 2 other posts that present a perspective or an issue with which you *disagree*, and respond respectfully with your thoughts on the matter by the end of the day on Sunday.

1. **What is the story about?** In your own words, provide the basic facts of the story (who, what, when, where, why and how). Cutting and pasting directly from your media source is considered plagiarism. This is NEVER acceptable and is an automatic "0" for the week.
2. **What does this story have to do with immigrants and the module topic?** Each Current Event post must relate to the readings for that module. For example, if the topic of the week is Healthcare, you might pick a story related to DACA and then talk about the types of issues that people with DACA might experience in accessing healthcare. Alternately, you could pick a story that is focused on changes in the Affordable Care Act and discuss how these changes might or might not benefit immigrants.
3. **Do you have a current and reliable media source?** Your Current Event should be a story from the last 1-2 weeks. It should also be from a major news outlet as listed in Required Course Materials. Be cautious in choosing other news outlets: consistently posting from just conservative (e.g. FoxNews) or liberal (e.g. Huffington Post) media sources does not make for reliable news. Don't confuse blogs with actual news stories. As a rule of thumb, if your article doesn't have an author or a date, it's probably not a reliable media source. Always reference your story by providing an APA citation for your media source. Proper APA citation structure for electronic news media is below:

Author, A. A. (Year, Month Day). Title of article. *Title of Newspaper*. Retrieved from <http://www.someaddress.com/blahblah/blahblah>

You may also wish to talk about a Current Event through song, poetry, video, social media, or other type of media. If you come across this type of media and you wish to use it for a Current Event, please email the instructor ahead of time for approval. In total, you will post 15 Current Events, corresponding with the 15 course sessions for the semester. It does not count if you post more than once in the same week. In order to accommodate for unexpected challenges that may occur throughout the semester, the instructor will drop your 5 lowest Current Event grades at the end of the semester. The **blue** items in the following chart depicts how this process is structured throughout the week:

• DISCUSSION GROUPS

After completing each Course Unit, we will dedicate an entire week to participating in Discussion Groups. These Discussion Groups are **mandatory**, and will be facilitated by the instructor. The purpose of Discussion Groups is to provide an opportunity for you to apply material from each of the Modules to a range of Application Activities. Application Activities are designed to move students away from thinking of answers as "right" or "wrong," and more toward thinking critically about the implications of each answer. These activities are designed to be interesting, real-world applications of class content. Through these activities, you will gain the skills necessary to complete the policy memo and advocacy project. To participate in a Discussion Group, you will follow the steps below:

1. The instructor will use the results of your Reading Quizzes and Quiz Discussion Boards to record a Unit Lecture. This Unit Lecture will be made available to students toward the end of each Course Unit.
2. Students will review the Unit Lecture and contribute at least one discussion question per module (there are 2-3 modules per Course Unit).
3. Discussion Groups will be scheduled at various times in order to accommodate team schedules. Specific details about how to sign up for Discussion Groups will be provided by the instructor.

Since the importance of Discussion Groups is to help everybody on the team understand the material at a deeper level, your participation in Discussion Groups will be graded by other members of your team (see Peer Review section). Most students really enjoy using these Discussion Groups to interact with other members of their team, and this usually makes the activities much more interesting to complete. If your schedule does not allow you to participate, you must notify the instructor to make alternate arrangements. Discussion Groups are expected to be held later in the week in order to allow sufficient time to review the Unit Lecture, but specific times/dates will be determined group-by-group. The orange items in the following chart depicts how this process is structured on Discussion Group weeks.

• POLICY MEMO

Policy memos are different than research papers. The purpose of a policy memo is to help a specific audience understanding the rationale for choosing a specific course of action. Memos are designed for non-academic audiences, geared toward the needs of the audience, and synthesize research in a way that results in you advocating for a specific type of change or action. A good policy memo will usually have the following characteristics:

- Short, focused, and to the point without excessive explanations
- Specific, clear and professionally written
- Avoids academic or disciplinary jargon
- Points are clearly supported by evidence that show consequences of each alternative
- Visually appealing and clearly organized with clear and descriptive headings and sub headings, use of capitalization, bold text, bulleted items, etc.
- Practical and feasible recommendations that are likely to occur and don't seem unrealistic
- Explicit and honest in describing strengths and weaknesses of your recommendations

The following is a tentative list of topics. You will select your topic as a group, but will write the paper as an individual. I will work to accommodate your group's first choice, but you may have to settle for a lower choice. You may also suggest an alternate topic from the readings and submit that topic for approval. Instructor approval is required if you wish to write your policy memo on a topic different than the one assigned to your group.

- Access to health care by undocumented residents
- Medical deportations of chronically ill immigrants
- Public funding for mental health treatment of immigrants
- Gender-based violence and sexual exploitation of women based on immigration status
- Federal asylum for transgender immigrants based on past or future persecution
- Birthright citizenship for children of immigrants
- Eligibility for public welfare benefits
- Access of immigrant students to financial assistance/in-state tuition rates for higher education
- Availability of culturally competent and responsive services for older adult immigrants
- Enforcement of federal immigration laws by local law enforcement
- Rights of local government to create "sanctuary city" policy
- Rights of states to refuse refugee resettlement
- Use of detention centers to house immigrations prior to deportation hearing
- Criminalization of concealing or assisting immigrants

The policy memo will be completed in various steps (see due dates listed in course schedule). Following these

steps carefully not only means that you will be much more prepared for the Advocacy Project, but also serves as excellent preparation for students in social work, law or public service career tracks.

1. **Select an Issue:** Groups will select their top preferences from the list of issues provided and submit to the instructor, who will assign an issue to each group. The following steps are completed individually, although you may discuss and share resources with your group.
2. **Executive Summary:** One to two paragraphs that explains the target audience for your memo, clarifies the problem, and describes the main points that the decision-maker should know. This serves as a roadmap for your paper.
3. **Peer Review of Rough Draft:** You must bring a rough draft of your policy memo along with a list of your key references. Your outline should be structured with headings and sub-headings, and you will discuss your progress with your peers as part of an in-class activity..
4. **Final Paper:** Final submission of your paper.

Final papers are limited to no more than 1,000 words. Detailed guidelines and a grading rubric will be provided on Blackboard and discussed in class.

• **ADVOCACY PROJECT**

Social workers have an ethical mandate to advocate for policies that advance social justice. Advocacy can take place in multiple ways, but when it comes to immigration policy, engaging the media is particularly important. Immigration policy may influence the media, but the media in turn influencing public views about immigration policy, creating the conditions in which policies are created, passed and implemented.

Working within your assigned group, you will carry out an Advocacy Project focused on the same topic as your Policy Memo. All group members must work on the same project. The Advocacy Project is designed to build on the research you undertook in writing your Policy Memo, as well as your monitoring of the issue through Current Events. Whereas your purpose with the Policy Memo was to analyze an immigration policy for an audience of policymakers, in the Advocacy Project your purpose is to develop and implement media advocacy strategies that can influence individuals, organizations or communities in the general public to take a specific action. Detailed guidelines and a grading rubric will be provided on Blackboard and discussed in class.

• **PEER REVIEW AND REFLECTION**

You will complete a review of yourself and your peers and your contributions. You will have 100 points to divide among your group members. You can distribute the points however you wish. However, you must have a clear and solid explanation for how you distributed points, and it must appear to be fair. You will also be required to describe what each of your team members did well, as well as how they could improve in the future. The instructor will calculate a Peer Review Score for you based on the sum of all the scores received from your group members. If for any reason a group member does not complete their Peer Review, then I will take their 100 points and divide them evenly among ALL group members. You will not get to know the specific score or comments that each of your group members gave you--you will only get to see the aggregate score and comments.

As part of this assignment, you will reflect on your experience on the Advocacy Project. You will be asked to process specific aspects of the Advocacy Project, such as why you selected your strategy, how effective you felt it was, and how you managed or negotiated any conflicts that arose within the group from this experience. Further, you will also be asked to write a short reflection about ideas of citizenship and American identity throughout your own development, incorporating ideas from the course to illustrate. Detailed guidelines and a grading rubric will be provided.

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator

in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

I will not take attendance. However, attendance will be considered with any requests to make up assignments. **Good communication** is the secret key to minimizing the impact of being absent from class. Even if you only THINK you might have circumstances that impede your participation in class (i.e. you have a family member who is very ill, you are in the midst of serious family problems), it is advisable to reach out to me and your group members ahead of time. Consider that, in the workplace, when someone is gone, the group has to pick up the slack but the absent member still benefits from the group work. If the absent person has a good reason for being gone, explains the reason to the group, and does their best to make amends, most groups will gladly extend the benefit. If, however, members have doubts about the reason for the absence, feel like the member is trying to "freeload" or both, then the absence is likely to be a black mark that may not be forgotten when the peer evaluations come around. So, if you have to be absent, let your peers and I know in advance and make sure that you do your best to make up for it. Otherwise, you are at risk.

G. Grading

The instructor provides a grading rubric for each assignment and students are expected to be familiar with the grading rubric *before* submitting an assignment. However, grading is also considered a collaborative process, and it is important to keep in mind that even with a rubric, grading written assignments inevitably requires a certain degree of discretion. As adult learners, students in this course are also expected to take an active role in determining the fairness of each rubric, and to provide the instructor with suggestions and feedback in how to structure the grading criteria. If you are confused or disagrees with how a score was calculated, I encourage you to email me or set up a time to discuss your score and negotiate a score that better fits with the instructions and grading rubric provided. If you can provide evidence of critical thinking, even if you do not have the "correct answer," you might be able to earn back some of the points for an assignment.

A: 900-1000 points

B: 800-899 points

C: 700-799 points

D: 600-699 points

F: < 599 points

Grades that fall right on the edge of the next letter grade (e.g. if you have 899 points) will be rounded up at the professor's discretion. Important factors that will be considered in this situation include regular Blackboard access, timely submission of assignments, submission of all course assignments, communication with instructor and respectful interactions/communication with peers in the course. Extra credit assignments are not accepted in this course, as students are expected to monitor their grade throughout the course and reach out to the instructor in a timely way with any questions or concerns.

Expectations for Written Assignments. While you are not required to use APA format in this course, you are still expected to follow the same type of writing guidelines as most other written assignments. All written documents should be carefully comprised of a student's own words. Ideas, information, and concepts that

originated with any other source, as well as quotations (which should be used sparingly) must be cited. Material that is not properly cited is considered to be plagiarized and provides grounds for academic discipline. General writing guidelines also include avoiding the use of the first-person point of view, use of an active instead of a passive voice, clear and concise details, consistent terms, and avoidance of poetic/creative language. Assignments should also be carefully proofed for spelling and grammar.

If you are uneasy about Policy Memos or writing in general, I am happy to refer you to the Social Work Writing Resources Office, and you are also free to schedule a consultation on your own. More information here: <https://www.uta.edu/ssw/student-resources/writing-resources/>

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

H. Make-Up Exams

Due to the structure of this class, it is not an option to make up Quizzes or Current Events. Please review the guidelines for both of these assignments to understand how many of these assignments you can miss without a negative impact on your grade.

Policy Memos submitted late may be marked down 10% for each day past the due date.

Each group will set up its own guidelines about how to handle the absences of one of its members from Quiz Discussions or Group Discussions. Generally, these guidelines require a student to provide a good reason for being gone, explain the reason to the group, and do their best to make amends. Students that miss a Group Discussion may still review a favorable score on the Peer Review if they comply with the guidelines set forth by the group.

Issues with web access may occur, due to weather or circumstances such as travel, which severely impede your ability to complete assignments. Most circumstances that compromise your web access are foreseeable and should be planned for accordingly by completing assignments prior to the due date or by ensuring back-up web access.

Generally, the professor will not grant an "incomplete" grade. The professor assigns "incomplete" grades only in rare circumstances.

I. Course Schedule

The Course Schedule takes place over fifteen weeks, which are divided into five Units. Each of these five units is then divided into specific topics, or "Modules." Each Unit will include 2-3 weeks worth of material, followed by a week of Discussion Groups to apply the material from the entire Unit.

Week	Modules & Topic	Preparation	Activities and Assignments
UNIT I: Foundations of Immigration Policy			
Week of Jan 15	Module 1: Overview of Course; Profile of Immigrants in the U.S.	Review syllabus Chapter 1	Module 1 Quiz Current Event #1 (introductions and team guidelines)
Week of Jan 22	Module 2: Legal Classification and Policies	Chapter 2	Module 2 Quiz Current Event #2

Week of Jan 29	Module 3: Migration Theories and the Migrant Experience	Molina - Ch. 3 Ch. 4	Module 3 Quiz Current Event #3 Due Feb 4: Policy Memo Issue Selection (email to instructor)
Week of Feb 5	Discussion Group - Unit I		Discussion Questions Discussion Group Current Event #4
Unit II: Addressing the Basic Needs of Immigrants			
Week of Feb 12	Module 4: Children and Families	Chapter 9 & 11	Module 4 Quiz Current Event #5 Due Feb 18: Policy Memo Executive Summary
Week of Feb 19	Module 5: Health, Healthcare and Healthcare Access Module 6: Mental Health and Treatment	Chapter 5 Chapter 6	Module 5 & 6 Quiz Current Event #6
Week of Feb 26	Discussion Group - Unit II		Discussion Questions Discussion Group (Bring rough draft and list of key references) Current Event #7
Unit III: Barriers to Safety, Employment and Freedom			
Week of Mar 5	Module 7: Women, Human Trafficking and Domestic Violence	Chapter 10	Module 7 Quiz Current Event #8 DUE Mar 11: Policy Memo
WEEK OF MARCH 12th SPRING BREAK - NO CLASS			
Week of Mar 19	Module 8: Refugee Resettlement and Employment Module 9: Crime and Detention	Chapter 8 Chapter 7	Module 8 & 9 Quiz Current Event #9
Week of Mar 26	Discussion Group - Unit III		Discussion Questions Discussion Group Current Event #10 Due Mar 25: Outline of Advocacy Project
Unit IV: Immigrants, Social Services and the Future			

Week of Apr 2	Module 10: Social Welfare and Public Benefits Module 11: Aging Migrants & Future of Immigrants	Chapter 13 Chapter 12	Module 10 & 11 Quiz Current Event #11 <i>Policy Memos returned</i>
Week of Apr 9	Module 12: Politics and Advocacy	Chapter 14	Module 12 Quiz Current Event #12
Week of Apr 16	Discussion Group - Unit IV		Discussion Questions Discussion Group Current Event #13
Unit V: Presentations and Reflection			
Week of Apr 23	Module 13-14: Advocacy Project Presentations		Current Event #14 DUE Apr 29: Recorded Presentation of Advocacy Project
15 Week of Apr 30	Module 15: Wrap-Up and Reflection (UTA official last day of classes - May 4th)		Current Event #15 DUE May 4: Presentation Peer Reviews DUE May 6: Peer Review and Reflection
16 Week of May 7	NO FINAL - HAVE A GREAT SUMMER!		

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

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J. Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievances

See BSW Program Manual at: https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf
Or MSW Program Manual at: http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf

L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#),

personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit <http://www.uta.edu/caps/index.php>) or UT Arlington Psychiatric Services (817-272-2771 or visit <https://www.uta.edu/caps/services/psychiatric.php>) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses: <http://www.uta.edu/library/services/distance.php>

The following is a list, with links, of commonly used library resources:

Library Home Page..... <http://www.uta.edu/library>
Subject Guides..... <http://libguides.uta.edu>
Subject Librarians..... <http://www.uta.edu/library/help/subject-librarians.php>
Course Reserves..... <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
Library Tutorials <http://www.uta.edu/library/help/tutorials.php>
Connecting from Off- Campus..... <http://libguides.uta.edu/offcampus>
Ask a Librarian..... <http://ask.uta.edu>

N. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

O. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially

documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

P. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Q. Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

R. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

S. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

T. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

U. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

V. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.