A. Catalog Course Description

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. Measurable 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:

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 hierarchies.
3. Describe the dynamic interactions of migrants with social and economic systems.
4. Critically analyze and discuss key issues in immigration research, policy and practice from a strength perspective.
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:
- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (Achieved through Policy Memo, Public Testimony).

**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:
- 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);
- 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);
- Recognize and communicate their understanding of the importance of difference in shaping life experiences (Achieved through: Current Events, Quizzes, Application Activities, Peer Review); and
- 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:
- Understand the forms and mechanisms of oppression and discrimination (Achieved through: Current Events, Quizzes, Application Activities);
- Advocate for human rights and social and economic justice (Achieved through: Policy Memo, Public Testimony); and
(c) Engage in practices that advance social and economic justice (Achieved through: Policy Memo, Public Testimony).

C. Required Text(s) and Other Course Materials


- **A major national news outlet**: You select at least one of the news outlets listed below. While most news outlets are generally considered to have some type of political bias, these sources are generally considered to be some of the least biased and objective news outlets available. You can choose to purchase a digital or print subscription, but most of these media sources have websites that allow (limited) free access to online articles. You can also explore signing up for daily emails or following them on social media.

  1. New York Times
  2. Wall Street Journal
  3. Washington Post
  4. BBC
  5. The Christian Science Monitor
  6. USA Today
  7. Los Angeles Times
  8. The Associated Press
  9. Reuters
  10. Bloomberg News

D. Additional Recommended Text(s) and Other Course Materials

- 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/](http://www.kera.org/radio/schedule/)
- CNN News, Politico and other 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.

E. Descriptions of Major Course Assignments and Examinations

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Weight*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Quizzes - Individual</td>
<td>10 points each</td>
<td>5%</td>
</tr>
<tr>
<td>Reading Quizzes - Group</td>
<td>10 points each</td>
<td>15%</td>
</tr>
<tr>
<td>Current Events</td>
<td>10 points each</td>
<td>20%</td>
</tr>
<tr>
<td>Policy Memo</td>
<td>200 points</td>
<td>25%</td>
</tr>
<tr>
<td>Public Testimony</td>
<td>100 points</td>
<td>25%</td>
</tr>
<tr>
<td>Peer Review</td>
<td>100 points</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Weights are used to adjust how much each assignment will affect your final score. You may also have certain scores dropped from your final score as described below.*
Approach to the Classroom

My approach to teaching 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 the due dates to assignments. In this classroom, official announcements or important changes will always be posted online and sent out by email. It is your responsibility to review your email and Canvas on a regular basis to keep up with these changes. Whenever there is a lot of support for an idea that can improve the classroom experience, I will strive to implement any reasonable changes. If any decision is considered unfair, you always reserve the right to appeal my decisions in writing.

Instructional Methods

This course is 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 discuss them, with the goal of understanding “why” some have a different perspective. 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 gaps, and move into application activities.

Groups are designed to include diverse strengths. Group members will be 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, small groups will be given lots of in-class time to work together on team activities and other group assignments to minimize the hassle of trying to get together. Secondly, writing assignments will be completed on an individual basis, though you can collaborate to a limited extent within your group.

1. **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. You take each quiz two different times, and each attempt is graded. You will complete the first attempt by yourself at the beginning of class but you will not know your score. Immediately after your individual quiz, you will work with a group to complete the quiz a second time and receive immediate feedback. On the second attempt, the entire group will receive the same score.

Following the second attempt, we will discuss the answers as a class. I will use the results of this discussion to guide a mini-lecture or subsequent discussion about the topic. This will also be an opportunity to explore whether there were any questions that were unclear, that had more than one possible answer, or that were misleading. Your group is encouraged to appeal a quiz question if you encountered confusing wording or answer choices, or inconsistency with the text. The appeal form is available online.

Each attempt will be timed but will only cover material from the readings. Questions are all multiple choice and there will be 12 in-class electronic quizzes administered during the semester. In order to accommodate for unexpected challenges that may occur, the instructor will drop your 2 lowest Reading Quiz grades at the end of the semester.

You must have access to an electronic device (smartphone, tablet, laptop, etc.) in order to complete the Reading Quizzes. Please contact the instructor as soon as possible if you anticipate any concerns with this.
2. 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. This not only helps everybody become a more knowledgeable citizen, but also helps in contributing actively to the classroom content. You will complete this assignment by completing weekly current event posts from at least one major media news outlet. You will search for a news story each week and follow the steps below to share it as an online discussion board post.

By the end of the day on Friday:

1. **Do you have a current and reliable media source?** Your Current Event should be a story from the last 1-2 weeks. Only the 10 news sources listed under Required Text(s) will be accepted for this assignment. At the top of your post, reference your story by providing an APA citation as follows:


2. **What is the story about?** In your own words, provide the basic facts of the story in 2-3 sentences (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.

3. **What does this story have to do with immigrants and the module topic?** In 2-3 sentences, describe how your Current Event relates 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.

By the end of the day on Sunday:

4. **Select two other posts and respond using these guidelines:** Consider the policy that is being described in the article and think about potential strengths/weaknesses. These might be social (how does this impact society as a whole?), political (how does it affect public officials and their influence?), administrative (the rules and regulations required to implement the policy, usually reflected in paperwork, people to process paperwork, etc.), economic (the overall impact on the economy through jobs, purchases, etc), and equity (fairness to immigrants or other groups). Then address the following in your response:

   a. What is at least one strength of the policy being described in the article?
   b. What is at least one weakness of the policy being described in the article?
   c. Considering the strengths and weaknesses you listed, what is a better alternative to the policy being described?

In total, you will post 15 Current Events, which correspond 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. Extra credit may be provided for posting more than 10 Current Events. If you come across a song, poetry, video, or other types of media and wish to use it for a Current Event, please email the instructor ahead of time for approval.
Sample Current Event Post:


The article is about DACA recipients and allies blocking a vehicle entrance to Disneyland with signs asking to keep DACA at 10 am Monday morning. The protesters were removed by law enforcement. They were peacefully protesting the government deal following the government shut down. This reopening would affect dreamers because their future would be undetermined because there is a lack of consensus on what will happen to the DACA proceedings set in 2014.

The module from this week talks about the process to become a legal permanent resident or a short term resident. DACA is also mentioned when it talks about allowing people allowed to stay here in special circumstances. DACA was set in place in 2014, which would allow children who were brought here illegally by their parents to stay in the US which could be renewed in 3 year intervals. The indecision that we have now with what will happen with the deferred action for childhood arrivals (DACA) causes stress for those thousands affected with the outcome of discussions.

Sample Response:

This is an interesting post! The article is focusing on the recent decision to remove DACA. It seems like this article highlights one of the social costs of removing DACA, which is the social frustration and protests that have resulted from that. Because of all of the stress that has resulted from this, I can also imagine that there will be a lot of economic consequences from people losing their jobs or being too stressed to really be productive.

If I had to find a strength in the decision to remove DACA, I guess some people (not me necessarily) could argue that from an equity perspective it is fair because it supports people who entered the country "legally" and not "illegally." Administratively it is also easier because it doesn't require the government to process as much paperwork for all the people that were receiving DACA.

I think a better alternative policy to this would be to look at a way for everybody to become permanent residents. This would end all the protests and help people keep their jobs. It would still require work to process all the paperwork, though, and people should be required to pay a fine and get in line behind people who entered the country "legally."

3. APPLICATION ACTIVITIES

Following readiness quizzes and class discussion of current events, groups will participate in team activities. Team activities may be interactive, interesting, real-world applications of class content or in-class activities. Through these activities, you will gain the skills necessary to complete the policy memo and public testimony.

Team activities are designed to move students away from thinking of answers are "right" and "wrong" and more toward thinking about how to present facts strategically and ethically to influence your audience. In support of this, I will not be grading team activities. Instead—you will be grading each other. Your participation in application activities will be a critical part of your Peer Review (explained further down), and poor participation in these activities can and will affect your final grade.

4. POLICY MEMO

What is a 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:
What will my policy memo be about? The following is a tentative list of broad topics. You are encouraged to browse through these topics on the Migration Policy Institute website for more information.

- Border Security (Border Enforcement, Smuggling & Trafficking, Technology & Infrastructure)
- Education (Adult Education & Language Learning (Early Childhood Education, K-12 Education, Postsecondary Education, Workforce & Vocational Training)
- Employment & the Economy (Competitiveness, Fiscal Impacts, Labor Market Impacts, Recession & Employment, Recruitment, Sectoral Employment, Skills, Temporary Workers)
- Illegal Immigration & Interior Enforcement (Deportations/Removals, Employment Verification, State & Local Enforcement, Worksite Enforcement)
- Immigrant Integration (Brain Waste & Credential Recognition, Children & Family Policy, Citizenship & Civic Engagement, Health & Welfare Benefits, Language Access, Social Cohesion & Identity)
- International Governance (International Cooperation, International Organizations)
- Migration & Development (Brain Drain & Brain Gain, Circular Migration, Climate Change, Development Impacts, Diaspora Engagement, Remittances)
- Refugee & Asylum Policy (Asylum Seekers, Refugees & Resettlement)

What steps will I take to complete my policy memo? The policy memo will be completed in various steps (see due dates listed in course schedule):

1. **Select a Topic**: Individuals will select their top preference from the list of issues provided and submit to the instructor.
2. **Problem Statement**: You will develop a statement, based on your selected topic, that you want a policymaker to address. In the first sentence, you must specify which policymaker you are addressing and explain why you selected the policy maker and the issue. The second and third sentences should clarify your problem and describe the main points that the decision-maker should know. This will serve as a roadmap for your paper. Brevity and strategy are key for this assignment. You will have the opportunity to revise your statement before final submission.
3. **Analysis of Policy Options**: Using the template provided online, you will submit an analysis of your proposed policy options, along with a list of at least five references.
4. **Final Paper**: Final submission of your paper

**Final papers are limited to no more than three pages (using the template provided).** Detailed guidelines and a grading rubric will be provided online and discussed in class.
5. PUBLIC TESTIMONY

Each student will be asked to give a testimony based on their policy memo. The goal is to try and convince their designated decision-maker to take the action that they want them to take. Importantly, you must be able to communicate a lot of information effectively in a short amount of time, use facts to make a convincing point, and incorporate the perspective of your decision-maker.

The testimony will last 1.5 minutes (90 seconds) and must be written out and presented. The testimony must cover the following points.

1. What your problem is?
2. Why is it important?
3. What are you asking them to do?

Before your testimony you will have 15 seconds to explain who your decision-maker is and what title/position is and why you chose them to convince to make a change. Your public testimony will be presented in class, and will be scored by your peers. While each person will present their individual public testimony, all members of a group will present on the same day so the order of your presentation will be determined by group.

Detailed guidelines and a grading rubric will be provided online and discussed in class.

5. PEER REVIEW AND REFLECTION

You will complete a review of your peers and their 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. I 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 in completing the Public Testimony. Detailed guidelines and a grading rubric will be provided online and discussed in class.

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. 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 submit late 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 ahead of time and make sure that you have an understanding of how/when to complete any missed assignments.
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. 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.

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 on 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 (e.g. see Quizzes for a discussion of how to submit Quiz Appeals).

- A: 90% - 100%
- B: 80% - 89%
- C: 70% - 79%
- D: 60% - 69%
- F: <= 59%

Final grades will generally be rounded up or down to the closest integer. Grades that fall right on the edge of the next letter grade (e.g. if you have 89.4%) may be rounded up at the professor’s discretion. Factors that will be considered in this situation include regular online 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 generally provided 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/

H. MAKE-UP EXAM OR ASSIGNMENT POLICY
Students who anticipate being absent from class on the day of the Reading Quiz are strongly encouraged to contact me to make arrangements to take the individual reading quiz early. This allows the rest of your team to access your individual answers during the group reading quiz. I drop the lowest quiz score at the end of the semester, and make-up quizzes are not an option. Each group will set up its own guidelines about how to handle the absence of one of its members during a group assignment. 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 assignment may receive the team score so long as they comply with the guidelines set forth by the group. The chair of each group should email the instructor with permission to extend the group score to the absent student.

Policy memos submitted late may be marked down 10% for each day past the due date. Also, you do not have the option to make up a Current Event post. Instead, I will automatically drop your 5 lowest Current Event grades at the end of the semester. If you work ahead and post consistently at the beginning of the semester, you can avoid having to post toward the last few weeks of the semester.

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 week you will focus on a different Module, as outlined in the table below. Below is a tentative schedule for how I plan to approach each topic.

<table>
<thead>
<tr>
<th>Week</th>
<th>Modules &amp; Topic</th>
<th>Preparation</th>
<th>Activities and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 27</td>
<td>Getting Started and Overview of Course</td>
<td>Review syllabus and information about the class</td>
<td>• Course Introductions</td>
</tr>
<tr>
<td>Sep 3</td>
<td>Module 1: Profile of Immigrants in the U.S.</td>
<td>Chapter 1</td>
<td>• Module 1 Quiz&lt;br&gt;• Team Formation &amp; Group Expectations (counts as Current Event)&lt;br&gt;• Current Event #1</td>
</tr>
<tr>
<td>Sep 10</td>
<td>Module 2: Legal Classification &amp; Policies</td>
<td>Chapter 2</td>
<td>• Module 2 Quiz&lt;br&gt;• Application Activity&lt;br&gt;• Current Event #2&lt;br&gt;• <strong>Due Sep 15: Policy Memo Topic Selection (submit online)</strong></td>
</tr>
<tr>
<td>Sep 17</td>
<td>Module 3: Migration Theories &amp; the Migrant Experience</td>
<td>Molina - Ch. 3 (online)&lt;br&gt;Ch. 4</td>
<td>• Module 3 Quiz&lt;br&gt;• Application Activity&lt;br&gt;• Current Event #3</td>
</tr>
<tr>
<td><strong>UNIT II: Addressing the Basic Needs of Immigrants</strong></td>
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<tr>
<td>Sep 24</td>
<td>Module 4: Children &amp; Families</td>
<td>Chapter 9 &amp; 11</td>
<td>• Module 4 Quiz&lt;br&gt;• Application Activity&lt;br&gt;• Current Event #4&lt;br&gt;• <strong>Due Sep 29: Policy Memo Problem Statement (submit online)</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Module/Activity</td>
<td>Chapter</td>
<td>Due/Task</td>
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</tbody>
</table>
| Oct 1  | Module 5: Health, Healthcare & Healthcare Access                                 | Chapter 5 | • Module 5 Quiz  
• Writing Workshop  
• Current Event #5 |
| Oct 8  | Module 6: Mental Health & Treatment                                              | Chapter 6 | • Module 6 Quiz  
• Application Activity  
• Current Event #6  
• Due Oct 13: Policy Options and Sources (submit online) |
| Oct 15 | Module 7: Women, Human Trafficking & Domestic Violence                           | Chapter 10| • Module 7 Quiz  
• Current Event #7  
• Due Oct 15: Printed copy of Policy Options and Sources (bring to class) |
| Oct 22 | Module 8: Refugee Resettlement & Employment                                      | Chapter 8 | • Module 8 Quiz  
• Application Activity  
• Current Event #8 |
| Oct 29 | Module 9: Crime & Detention                                                      | Chapter 7 | • Module 9 Quiz  
• Application Activity  
• Current Event #9  
• Due Nov 3: Policy Memo (submit online) |
| Nov 5  | Module 10: Social Welfare & Public Benefits                                      | Chapter 13| • Module 10 Quiz  
• Application Activity  
• Current Event #10  
• Nov 5: Policy Memos Returned (in class) |
| Nov 12 | Module 11: Aging Migrants & Future of Immigrants                                 | Chapter 12| • Module 11 Quiz  
• Current Event #11  
• Due Nov 17: Final Policy Memo (submit online) |
| Nov 19 | Module 12: Politics and Advocacy                                                | Chapter 14| • Module 12 Quiz  
• Current Event #12  
• Due Nov 19: Written Public Testimony (submit online by 8am on Nov 19 and bring printed copy to class on same day) |
| Nov 26 | Public Testimony Presentations (Thanksgiving Holidays - 28 & 29)                |           | • Current Event #13  
• Due Nov 26: Oral Public Testimony (present in class)  
• Due Dec 1: Peer Review |
| Dec 3  | Wrap-Up and Reflections (Official last day of classes – Dec 4)                   |           | • Current Event #14  
• Due Dec 4: Policy Memo submission (submit online) |
| Dec 10 | Final Exam Week (No final in this class - have a great holiday break!)          |           |                                                                          |
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.

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


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
Connecting from Off- Campus....... http://libguides.uta.edu/offcampus
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://wweb.uta.edu/aaofaq/).

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/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/.

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.