I. COURSE DESCRIPTION:
--This course provides an awareness of problems and concepts of the policy process in the U.S., exploring the political, economic, and institutional frameworks which structure public social welfare choices.
--Attributes & Designations: This course counts toward the 50% graduate coursework requirement.
--Requisites: Graduate student
--How credit hours are met: This class meets weekly for a 115 minute class period of direct instruction over the spring semester. The class carries the expectation that students will work on course learning activities (reading, writing, studying, etc) for about 4 hours out of classroom for each class period. The syllabus includes additional information about expectations for student work.

II. COURSE OVERVIEW
This course covers U.S. social welfare policy. Students will be introduced to alternative perspectives on social problem analysis and the scope and limitations of social policy and the policy making process. The act of defining a social problem that requires public action necessitates an understanding of various political, economic, and institutional perspectives involved in this process. We will also focus on the ethical responsibilities and social justice charge inherent in the social work profession. A major focus of this course is to help students develop an understanding of the causes and consequences of poverty, demographic scope (how poverty is distributed across groups); alternative explanations (social change, economic organization, discrimination and the welfare state) as well as heighten awareness of the strengths and weaknesses of different policy responses to poverty. Students will also review major economic security programs in the U.S., who benefits from them, their history and structure within the larger U.S. social safety net. Discussion of select current issues in social policy will be integrated throughout the course. The required course is part of the Social Welfare Policies and Services sequence in the Generalist Practice curriculum.
The format for this class combines interactive lectures, large and small group discussions and presentations from guest speakers.

III. COMPETENCY DESCRIPTIONS AND DIMENSIONS
Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measure through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

IV. Course Content/Outline

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lecture:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Introduction and overview</td>
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<td></td>
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<tr>
<td></td>
<td>• What is social welfare policy?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Why does policy matter?</td>
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<td></td>
<td>• How do we decide what a “problem” is?</td>
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<td></td>
<td>• How do values impact policy positions?</td>
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<tr>
<td></td>
<td>• In-class activities:</td>
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<td></td>
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<tr>
<td></td>
<td>• Introductory exercise</td>
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<td></td>
<td>• Video: Mission playground is not for sale</td>
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<td></td>
<td>• Small Group discussion</td>
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<td></td>
<td>• What are the structural underpinnings of U.S. social welfare policy?</td>
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<td></td>
<td>• Examine systemic oppression</td>
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<tr>
<td></td>
<td>• Ongoing tension between federal vs states’ rights vs local control</td>
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<tr>
<td>Wk. 3 2/6</td>
<td><strong>STRUCTURE OF THE WELFARE STATE AND POLICYMAKERS</strong></td>
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<tr>
<td><strong>Lecture:</strong></td>
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</tbody>
</table>
|  | • Policymaking, power and agenda setting  
|  | • What is the role of problem formulation in social welfare policy?  
|  | • What is the policymaking process? How does it work? Role of advocacy?  
|  | • Who is (and isn’t) at the table  
|  | • The budget as a reflection of policy priorities  
| **In-class activities:** |  |
|  | • Videos: Lost Count: A Love Story  
|  | • Video: 1649: Brandon’s Story  
|  | • Small group discussion: readings  
|  | • Case Study: McKinney Vento Act  
<p>| | |
|  |  |</p>
<table>
<thead>
<tr>
<th>Wk. 4 2/13</th>
<th><strong>VALUES, IDEOLOGY AND POLICYMAKING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecture:</strong></td>
<td></td>
</tr>
</tbody>
</table>
|  | • How does our history influence our policy conversation?  
|  | • Who are we as a nation?  
|  | • On-going struggle about the size, role and proper functions of government  
|  | • The resurgence of white supremacy and the relationship to policy arenas  
|  | • Protest movements, civil unrest and policy  
| **In-class activities:** |  |
|  |  |
| **Wk. 3 2/6** |  |
| **1st critical response essay is due** |  |
| Wk. 5 2/20 | **Part 1:** THEORIES OF POVERTY  
**Lecture:**  
- Understanding how policy framers explain poverty is pivotal.  
- How do we define and measure poverty?  
- How equitable is the U.S?  
- Who is poor?  
**In-class activities:**  
- In Her Shoes Exercise  
- Video: Wealth Inequality in America | **Readings:**  
|---|---|---|
| **Wk. 6 2/27** | **POVERTY AND SOCIAL POLICY**  
**Lecture:**  
- Who gets punished and who gets rewarded by social policy  
- Examine tax policy  
- Examine Food Stamps program  
- Examine Earned Income Tax Credit  
**In-class activities:**  
Video: Florida’s Welfare Drug Testing Law  
### Wk. 7 3/6

**THE U.S. SAFETY NET: WHAT WE PROVIDE AND FOR WHOM?**

**Lecture:**
We will examine the development of large scale federal laws. The major social welfare policies and how the circumstances surrounding their creation; macroeconomic, political as well as social factors influence the resulting policy. We will focus on the legislative intent, the major provisions of the policy as well as how well the policy met its intended goal.

We will discuss key questions to understand the programs and policies we currently have:

- Who does the program serve?
- How is the program funded?
- How is the program administered?
- Are their income or asset tests to determine eligibility?
- What is the political and social context surrounding the inception or amendment of this policy?

**In class activities:**
- Video: Free Lunch
- Small group discussion: readings


### Wk. 8 3/13

**RACE, ETHNICITY AND SOCIAL POLICY**

**Lecture:**
- How should we think about culture, race, ethnicity, in relation to policy in the U.S.?

**Glass, I.** (Producer). (2015, July 31). The Problem We All Live With [Show 562]. This American Life.

**Policy Process Paper is due**
- What are the implications of discrimination, marginalization, and oppression for specific subgroups and for the larger society?
- What are the costs of discrimination? Who bears them?
- How does history inform current policy analysis and why? Look at social movements

**In class activities:**
Video: Against All Odds: Chasing the Dream
Small Group Discussion: readings

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**SOCIAL POLICY AND SUPPORTING FAMILIES**

**Lecture:**
- What are different policy models for supporting parents and families in caring for their members?
- What role does domestic violence play in the financial instability of families?
- Discussion on intended and unintended consequences of child support policy implementation
- Guest speaker: Jacque Boggess, Center for Family Policy and Practice

**In class activities**
Small group discussion: readings


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**Part 2: DEMOGRAPHIC SHIFTS AND IMPLICATIONS FOR POLICY**

**Lecture:**
- How is America’s demography changing? Why might this matter?
- How should we think about ethnicity, and immigration status in relation to policy in the U.S.?
- Examine federal vs state role in


**Davis, L.E.** (2016). Whose country is...
### Wk. 11 4/10

**HEALTH POLICY, HEALTH DISPARITIES AND WELL-BEING**

**Lecture:**
- Health policy is broader than access to health care
- Examine the social and economic determinants of health
- Examine racial disparities in health
- Examine housing policy

**In-class activities:**
- Video: Unnatural Causes
- Small group discussions: Readings

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**In class activities**
- Video: *My sister’s keeper*
- Small group discussion: readings

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[7][http://www.post-gazette.com/opinion/2016/10/06/Whose-country-is-it/stories/201610020011]

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**Wk 12 4/17**

**THE ECONOMIC COLLAPSE: RECESSION, RECOVERY AND INEQUALITY**

**Lecture:**
- What does the state of work in Wisconsin look like and what is the local policy response?
- Guest speaker, Laura Dresser, Center on Wisconsin Strategy

**In-class activities:**
- Small group discussions: Readings

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**HEALTH POLICY, HEALTH DISPARITIES AND WELL-BEING**

**Lecture:**
- Health policy is broader than access to health care
- Examine the social and economic determinants of health
- Examine racial disparities in health
- Examine housing policy

**In-class activities:**
- Video: *Unnatural Causes*
- Small group discussions: Readings

---


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The State of Working Wisconsin, COWS.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk. 13 4/24</td>
<td>SEXUAL ORIENTATION, GENDER IDENTITY AND SOCIAL POLICY</td>
<td>Barusch, Chapter 10, Gay, Lesbian, Bisexual, and Transgender Individuals</td>
<td>Policy Analysis Paper is due</td>
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<tr>
<td></td>
<td>Lecture:</td>
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<tr>
<td></td>
<td>• How does sexual orientation and gender identity affect the distribution of welfare benefits in the U.S.?</td>
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<td></td>
<td>• How did the movement for marriage equality work? Look at social movements</td>
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<tr>
<td></td>
<td>• Examine state and federal roles</td>
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<td></td>
<td>• LGBT school based policy issues</td>
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<td></td>
<td>• Guest speaker:</td>
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<td></td>
<td>In-class activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Small group discussions: Readings</td>
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<tr>
<td></td>
<td>Now that we have a core grounding in the U.S. social welfare state, it is useful to revisit the role of policy analysis. Given all that we have covered, let us now re-entertain the world of policy analysis. What matters to you?</td>
<td></td>
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<tr>
<td></td>
<td>• How to think about the U.S. system and the process of policy change?</td>
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<tr>
<td></td>
<td>• What are the role of values and professional standards?</td>
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<td></td>
<td>• Review for final</td>
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</tbody>
</table>

V. READING MATERIALS FOR THE COURSE

You do not need to purchase a textbook for this course. I have assigned a combination of chapters from textbooks, in depth articles and podcasts. The assigned readings are uploaded on Canvas. I also provided the links within the syllabus when available. Students are also required to search out and read supplemental material pertinent to their individual assignments.
It is highly recommended that students regularly read a newspaper. There are several that can be received on-line, free of charge (including the New York Times: http://www.nytimes.com/). The Milwaukee Journal Sentinel (http://www.jsonline.com/) is a good source for state policy coverage and the Wisconsin State Journal or Madison.com provides reasonable coverage of both state and local news (http://host.madison.com/). Madison365 is another good source of news http://madison365.com.

- **Background Readings:**
  This chapter offer historical policy review to properly contextualize the differential impact of policy across race and ethnicity in the United States. This may be repetitive for some and new to others. Read thoroughly if this is new, skim if you have this background.

**VI. EVALUATION: Assignments, Grading and Methods**

**Assignment Due Dates and Points:**

A total of 100 points is possible for this course. The final grade will be assigned by weighting each assignment and summing these weights for a total score. Not attending class can lower your grade; active participation can increase your grade if you are on the margin. Late papers will result in a lower grade.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Percentage of Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Reflection Assignment I</td>
<td>15</td>
<td>2/6/18 at 1:20 pm</td>
</tr>
<tr>
<td>Critical Reflection Assignment II</td>
<td>15</td>
<td>2/20/18 at 1:20 pm</td>
</tr>
<tr>
<td>Policy Process Paper</td>
<td>15</td>
<td>3/13/18 at 1:20 pm</td>
</tr>
<tr>
<td>Policy Topic Selection</td>
<td>0</td>
<td>3/20/18 at 1:20 pm</td>
</tr>
<tr>
<td>Social Policy Analysis Paper</td>
<td>25</td>
<td>4/24/18 at 1:20 pm</td>
</tr>
<tr>
<td>Final</td>
<td>20</td>
<td>Finals week</td>
</tr>
<tr>
<td>Attendance and Class Participation</td>
<td>10</td>
<td>On-going</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
<td></td>
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</table>

**Assignment Descriptions, Instructions and Grading Criteria:**

1. **Attendance and Class Participation (Ongoing, 10 points)**

Your presence and active engagement in this seminar throughout the semester will allow us to collectively establish an intellectually rich environment for learning. Although class sessions will include a variety of learning methods, there will be an emphasis on critical discussion and class activities. Students are expected to assume responsibility for their own learning and show their progress by demonstrating mastery of the weekly readings, by raising issues and by active class participation. Each student should complete the readings each week. Participation credit will additionally include:

   - Each student leading a small group discussion by preparing 3 questions based on the weeks reading and earlier lectures/discussions. (A two week responsibility)
   - The question(s) for discussion should be open-ended and may include different types of questions such as interpretive (i.e., that ask for interpretations of the reading) or evaluative (i.e., that elicit positions, or opinions about the reading).
- Constructing a well-posed question is a critical skill. Each student is to submit 3 questions to me Monday by 3pm the day before it is your turn to lead the discussion. Questions should be well thought out and clear.

Rubric:

<table>
<thead>
<tr>
<th>Element</th>
<th>Points Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoughtful questions about the reading</td>
<td>3</td>
</tr>
<tr>
<td>Participation in large group discussions</td>
<td>2</td>
</tr>
<tr>
<td>Participation in small group discussions</td>
<td>5</td>
</tr>
</tbody>
</table>

2. Critical Reflection Assignment (Due February 6 & February 20: 15 points)

Students will write 2 critical reflection papers during the semester. The critical reflection paper will be graded based on:

- How clearly and concisely you demonstrate your understanding of the readings
- These response papers should not be simply a summary of the readings but should push you to think about its implications. What do you agree with or disagree with regarding the readings?
- These papers should include at least one paragraph that examines how the issue covered might particularly impact disadvantaged groups.
- The response papers should each be 2-3 pages, 12-point font, double-spaced.
- You will probably be frustrated by having to keep these papers brief. But that is an important skill to learn. An important part of writing is to know what you want to say. Often, this will take more than a single draft to figure out. Though you will be tempted to start the night before the paper is due that is not sufficient time to write an excellent paper.

Rubric:

<table>
<thead>
<tr>
<th>Element</th>
<th>Points Value</th>
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<tbody>
<tr>
<td>Understanding of the material</td>
<td>2</td>
</tr>
<tr>
<td>(Do you have a clear grasp of the argument/point of the article/podcast? Did the material expand your understanding of the issue?)</td>
<td></td>
</tr>
<tr>
<td>Critical evaluation of the material</td>
<td>4</td>
</tr>
<tr>
<td>(This is a process of assessing the relative merit of the reading/podcast you selected. Essentially you are being asked to decide what is good and what is bad about the arguments being presented to you in the material and to discuss the value of its arguments).</td>
<td></td>
</tr>
<tr>
<td>Important points that arose from the readings</td>
<td>3</td>
</tr>
<tr>
<td>(Did you identify a key point(s) and describe the key point, particularly how the issue covered might particularly impact disadvantaged groups)</td>
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</table>
3. **Policy Process Paper: (15 points)**

During the first half of the semester, you must attend one event in which you can witness the social welfare policy process in action and write a brief report. Examples include observing the State of the Union address or the State of the State, meeting with a legislator/legislative aide; observing a City Council meeting, attending a public hearing, etc. You must then select and read at least one source on the policy process, advocacy, or lobbying (that is not required for another course). Finally, write a brief report. In about 2-3 pages, provide a very brief description of the event (including who, what, when, where, purpose, and outcome), provide a full citation for the reading(s), and discuss what you learned about the policy process from the event and the reading you did.

<table>
<thead>
<tr>
<th>Element</th>
<th>Points Value (15)</th>
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<tbody>
<tr>
<td>Description of the event</td>
<td>8</td>
</tr>
<tr>
<td>(Do you have a clear grasp on the purpose of the event, who the players were during the event, what happened during the event and the outcome) material expand your understanding of the issue?)</td>
<td></td>
</tr>
<tr>
<td>Description of what you learned about the policy process. (Include information from the reading)</td>
<td>7</td>
</tr>
</tbody>
</table>

4. **Social Policy analysis paper. Due on April 24 (25 points)**

In this assignment, the student will begin to critically examine a social problem that impacts social workers and the clients they serve. Students will select a federal or state social welfare policy or program to analyze that has been implemented to address this problem. The assignment should be considered an opportunity to become knowledgeable in a specific state or federal social welfare policy or program.

**Rubric:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Points Value (25)</th>
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<tbody>
<tr>
<td>Thorough description of social problem; who is impacted and why; and convincing argument for why it’s an important issue</td>
<td>5</td>
</tr>
<tr>
<td>Briefly describe previous attempts, strategies, and policies to address or solve the issue or problem.</td>
<td>2</td>
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</tbody>
</table>
Thorough assessment of the policy; stated how well the policy is meeting intended outcomes; identified policy side effects; applied concepts from class; identified differential impacts of policy on vulnerable groups; used research evidence to support 4

What are the needs/goals to be met through the program? What is the form of the benefit the policy/program produces? Who is eligible for the programs? 2

Analyze the implementation of that policy, and how values, ethics and political ideology affect the policy’s implementation. 3

Identified one or two potential counterarguments to this policy. Then provide a rebuttal to each counterargument 2

Briefly describe why social workers should care about this issue/policy and analyze from a social justice perspective. 3

Bibliography is complete; sources are cited correctly using APA style. 1

Overall structure of paper is coherent. Solid introduction and conclusion, organization, and good grammar. 3

Grading Scale: Final grades will be assigned with the following grading scale for graduate courses:

A 94-100 Outstanding; surpasses expectations in all areas
AB 88-93 Surpasses expectations in many areas
B 82-87 Meets expectations in all areas
BC 76-81 Meets expectations in some areas; below in others
C 70-75 Below expectations in most areas, not acceptable graduate work
D 64-69 Below expectations in all areas
F <64 Fails to meet minimal expectations in all areas, not acceptable work

VII. COURSE POLICIES

Expectations

Students are expected to:
- Attend class each session, actively participating in the in-class exercises and discussions.
- Read critically (and think about) all required readings before coming to class. Many students find it useful to take notes.
- Complete all assignments by the due dates and times (thus you are expected to plan your life so that you can make the required deadlines in the course).
- Be respectful of the instructor and other class members—a diversity of views and opinions may be articulated during discussions.
• Conduct yourselves as professionals during class and during interactions with the instructor regarding SW9606 outside of class. This includes such conduct as:
  o Turning off (or silencing) cell phones (and pagers) during class.
  o Refrain from taking calls, texting, and using social media, or from using the internet for anything other than directed class work.
  o Write email correspondence to the instructor and other students in a manner that would be considered professional, respectful, and timely.
• Use laptops and other electronic devices only for taking notes. Taking handwritten notes is strongly recommended and has been associated with better learning outcomes compared to note-taking on laptops (see the 2014 article “The Pen is Mightier than the Keyboard” by Mueller and Oppenheimer: http://pss.sagepub.com/content/25/6/1159).

The instructor is expected to:
• Co-create a classroom environment that facilitates learning.
• Assure that course objectives are being met.
• Hold regular office hours.
• Be available to address student questions through emailed correspondence.
• Give reasonable guidance on preparing for the exams and assignments.
• Provide prompt feedback on evaluation materials for the course

**Attendance Policy**

Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

Prompt arrival to all courses is required.
• Instructor may take actions they deem appropriate if a student is consistently tardy.
• Instructor may also consider a significantly late arrival or early departure as an absence.

To ensure a quality educational experience, students must attend and participate in all classes.
• Attendance will be taken at each class and students’ level of participation noted. Attendance and participation will count toward your class participation grade.
• Excused & Unexcused Absences:
  o The first unexcused absence will result in a student’s grade being dropped by 5 percentage points (out of 100; i.e., ½ grade).
  o The second unexcused absence will place the student at risk for failing the course.
  o On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence. In order for an absence to be excused, you must notify the instructor prior to class.
• Additional graded make-up work appropriate for the content missed will be assigned for excused and unexcused absences. Students will required to write a two-page report on the topics covered in class based on the required readings as well as additional readings provided by instructor.
• Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
• Students who **must** be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an **excused** absence.

• Inclement Weather Policy
  
  o If there is inclement weather students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  
  o If classes are cancelled due to inclement weather, students will be expected to check email to determine how to engage in the class material for that day.
  
  o If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work will be assigned.

**Late Assignment Policy**

Any requests for extensions on assignments must be made and approved at least 24 hours in advance of the due date. Unapproved late assignments may not be accepted and will be marked down. If you are not able to be in class the day an assignment is due, you are still responsible for turning in your assignment on the due date.

**Grading Questions**

Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, and clarity), and (3) your ability to demonstrate critical thinking. If there is something about an assignment that is unclear to you, it is your job to bring this to the instructor’s attention. Grade expectations should NOT be based on what you have received in other courses—this is never a legitimate argument for appealing a grade. If you have an issue with a grade that you receive on a particular assignment in this course, you may appeal the grade by documenting in writing your reasons for the appeal with specific attention to the three points raised above and submitting the appeal to the instructor within one week of when the assignment is returned.

**Disability Accommodations**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 W. Johnson St, #2104, Madison WI 53706. The instructor will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.

**Code of Ethics, Professional Conduct & Plagiarism**
BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

While adherence to the social work code of ethics is required only of social workers and social work students, issues of academic misconduct affect all students and are considered extremely serious. Academic dishonesty, including cheating, plagiarism, and misrepresentation or fabrication of assignments, can result in course failure as well as disciplinary actions. It is your responsibility to ensure that all documents and material used to inform your assignments are appropriately cited. Students found to have plagiarized, intentionally or not, will be disciplined according to University and School policies. The Writing Center has a helpful guide to the difference between plagiarism and paraphrasing – see http://writing.wisc.edu/Handbook/QPA_paraphrase.html. The School’s plagiarism policy is posted at Learn@UW.

Writing Resources
The Writing Center at UW-Madison, 6171 Helen C. White Hall, 600 N. Park St., (608) 263-1992, has a wealth of resources for students. The website address is: www.writing.wisc.edu. Students can expect a response on their paper within 48 hours. (Times may vary depending on the Center’s work load/time of the semester.) The website also has information about free writing workshops and instructional materials on effective writing, APA style, etc.
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| **3. Advance Human Rights and Social, Economic, and Environmental Justice**<br>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and engage in practices that advance social, economic, and environmental justice. | Lecture, readings, discussion, small group discussion and in classroom exercises related to (K, S, V, C & AP)  
- Values and power in policy making  
- Systemic oppression embedded in policy and historical and current strategies to address it  
- Social movements that attempt to secure basic access to core human rights | Week 1  
Weeks 2, 3, 8, 13  
Weeks 4, 8, 13 |
| In Class Video: Mission Playground is not for sale  
In Class Video: Lost Count: A Love Story  
In Class Video: 1649: Brandon’s Story  
Assigned Podcast: The Problem we all live with  
Assigned Podcast: Our Town – part I  
Assigned Readings: Invisible Child  
Assigned Reading: A Future Rests on a Fragile Foundation  
Assigned Reading: Reasons to Dream  
Assignment: Defining the social problem in the policy analysis paper  
Assignment: Response papers | Week 1  
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| 5. Engage in Policy Practice | Lecture, readings, discussion, small group discussion and in classroom exercises related to (K, S, V, C & AP)  
  - Examine the structural underpinnings of social welfare policy and the racism embedded in policy  
  - Examine ongoing tension between federal vs state policy  
  - Examine policy formation and role of power and powerlessness  
  - Examine political, historical and social context around large scale policy formulation  
  - Examine who bears the cost of discrimination  
  - Examine intended and unintended consequences of policy | Weeks 2, 4, 8, 10, 11 |
<p>|                             | Assigned Podcast: What Kind of Country                                | Weeks 2, 10, 13     |
|                             | Assigned Reading: Introducing the Policy Process                        | Week 3              |
|                             | Assigned Reading: The Case for Reparations                              | Week 7, 8, 13       |
|                             | Assigned Reading: Working Anything but 9 to 5                          | Weeks 3, 5, 8       |
|                             | Assigned Reading: The Role of Social Determinants in Promoting Health and Health Equity | Week 9              |
|                             | In Class Video: World Class Warfare                                     | Page 2              |
|                             | In Class Video: The War on Drugs is an Epic Fail                        | Page 6              |
|                             | Assigned Reading: Working Anything but 9 to 5                          | Page 6              |
|                             | Assigned Reading: The Role of Social Determinants in Promoting Health and Health Equity | Page 7              |
|                             | In Class Video: World Class Warfare                                     | Week 2              |
|                             | In Class Video: The War on Drugs is an Epic Fail                        | Week 4              |</p>
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<td>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
<td>In Class Video: Against All Odds: Chasing the Dream</td>
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<td>In Class Video: Unnatural Causes</td>
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<td>Guest Speaker: Jacquie Boggess</td>
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|                             | Lecture, readings, discussion, small group discussion and in classroom exercises related to practice, policy and service delivery effectiveness. (K, V, S, C & AP) | Week 3  
|                             | • Case Study                                                 | Week 5             |
|                             | • In Her Shoes                                                | Week 9             |
|                             | • Guest Speaker                                               |                     |
|                             | Assigned Reading: Economic Success among TANF participants: How we measure it matters | Page 5             |
|                             | Assigned Reading: What we want to give our kids               | Page 6             |
|                             | Assignment: Lead small group discussions                      | Page 9             |
|                             | Assignment: Response Papers                                   | Page 10            |

*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes