

**School of Social Work
1350 University Avenue
Madison, WI 53706**

**SW206 Introduction to Social Policy (section 001)
Spring 2018**

Instructor: Marah A. Curtis, PhD, Professor
Office: School of Social Work, Room 202
Office Hours: By Appointment
Phone: 608-263-3838
Email: mcurtis3@wisc.edu

Teaching Assistant: Becca Wanta
Office: TA Office, 1st floor SW
Office Hours: By Appointment
Email: rwanta@wisc.edu

Teaching Assistant: Drew Thompson
Office: TA Office, 1st floor SW
Office Hours: By Appointment
Email: dthompson27@wisc.edu

Class Days: Tuesday & Thursday
Credits: 4
Instructional Mode: Face-to-Face

Time: 2:30-3:45
Location: Social Science, 6104

Canvas Course URL: <https://canvas.wisc.edu/courses/87667>

Discussion Sections: The discussion sections will provide you with the opportunity to more fully explore topics raised in weekly lecture via discussion, exercises and small group work. Material covered in the discussion section will also be included in exams. Discussion sections will begin January 29th for Sections 301 & 302 and January 31st for Sections 303 & 304.

Section Number	Day	Time	Location	TA
301	Monday	1:20pm – 2:10pm	Social Work 114	Wanta
302	Monday	2:25pm – 3:15pm	Social Work 106	Wanta
303	Wednesday	2:25pm – 3:15pm	Social Work 110	Thompson
304	Wednesday	3:30pm – 4:20pm	Social Work 110	Thompson

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 and Designations: This course counts as Liberal Arts and Sciences credit in L&S.

Requisites: None

How credit hours are met: This class meets for two 75-minute periods and a 50 minute discussion section each week over the spring semester and carries the expectations that students will work on course learning activities (readings, studying, writing) for

approximately eight hours out of classroom each week. The syllabus includes additional information about meeting times and expectations for student work.

II. Course Overview

Social Work 206 is an undergraduate survey course available to undergraduate social welfare majors and other interested students. It is also a required course as part of the Social Welfare Policies and Services sequence in the Generalist Practice Curriculum in the School of Social Work. Students will be introduced to alternative perspectives on social problems and how a particular formulation informs policy proscriptions. 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, with particular emphasis on the distinction between social insurance and welfare programs. Discussion of select current issues in social policy will be integrated throughout the course.

III. Learning Outcomes: Competency Descriptions and Dimensions

Social Work education is delivered by a competency-based curriculum. Competency is achieved through mastery of course content through course activities, readings, assignments, exams as well as behaviors learned in field experiences in other courses. Knowledge, values, skills, cognitive and affective processes¹ comprise the competencies. The objective of this course is to help students demonstrate understanding and mastery of the knowledge, values, skills and affective processes relevant to the competencies described in Appendix A.

IV. Course Content

Class 1

January 23:

COURSE OVERVIEW AND INTRODUCTION TO SOCIAL POLICY

- What is social welfare policy?

¹ Cognitive and affective processes include critical thinking (i.e., the process of conceptualizing, analyzing, evaluating and synthesizing multiple sources of information generated by observation, reflection and reasoning), affective reactions (i.e., the way in which emotions influence thinking and subsequently behavior), and the exercise of judgment (i.e., the capacity to perceive and discern multiple sources of information to form an opinion).

- How do we decide what a “problem” is?
- How do professional values impact policy positions?
- How to approach this course?
- Developing your information system

In class discussion exercises and activities:

- Who we are? Why this matters?
- Developing and managing a personal information system (how, why, adjustments, role of learning)
- Use of self-reflection as a required policy tool – across what dimensions do policy positions vary and why?

Class 2

January 25:

STRUCTURE OF THE WELFARE STATE AND POLICYMAKERS

Ways of understanding the welfare state

- How do we think about the welfare state?
- What is the difference between a social welfare state and social policy?
- Influences on U.S. social policy development

In class discussion exercises and activities:

- Reflection exercise (relationship to major institutions where policies are delivered; how these experiences condition problem formulation and policy response)

Readings:

Russell, J. W. (2006). Introduction: From social problems to social policies. In *Double Standard: Social policy in Europe and the United States* (pp. 1-6). Lanham, MD: Rowman and Littlefield.

Russell, J. W. (2006). The origins of social policy in Europe and the United States. In *Double standard: Social policy in Europe and the United States* (pp. 43-52). Lanham, MD: Rowman and Littlefield.

Class 3

January 30:

STRUCTURE OF THE WELFARE STATE AND POLICYMAKERS

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?
- Why do some issues move up the agenda while others languish?
- The budget as a reflection of policy priorities

In class discussion exercises and activities:

- “Getting on the Agenda”, examples from your information system?
- “Focusing Event”, examples from your information system?
- “Change in indicators”, examples from your information system?

Readings:

Birkland, T. A. (2010). Introducing the policy process. In *An introduction to the policy process* (pp. 3-11) (3rd ed.). Armonk, NY: M. E. Sharpe.

Dinitto, D.M. & Johnson, D.W. (2011). Politics and the policymaking process. In *Essentials of social welfare: Politics and public policy* (pp. 13-25). Prentice Hall: Pearson.

Class 4

February 1:

VALUES, IDEOLOGY AND POLICYMAKING

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

In class discussion exercises and activities:

- Video: <https://www.c-span.org/video/?417268-10/carol-anderson-discusses-race-relations>

Above is a C-Span interview with Professor Carol Anderson about her book “White Rage: The Unspoken Truth of our Racial Divide” on 11/20/16.

- Group exercise: how to think about “then” and “now” and the impact on social welfare policy

Readings:

Jansson, B. (2001). Fashioning a new society in the wilderness. In *The Reluctant Welfare State* (pp. 28-62) (4th ed.). Belmont, Cal.: Wadsworth Publishing Co.

Class 5

February 6:

VALUES, IDEOLOGY AND POLICYMAKING

Economic reasoning and public policy

- The role of economic theory in policymaking
- Evolution of economic thinking through the New Deal
- Putting it together: How is economic reasoning used to frame current tax policies?

In class discussion exercises and activities:

- The Tax Cut and Jobs Act

Readings:

Cochran, C. & Malone, E. (1994). Economic theory as a basis of public policy. In *Public policy: Perspectives and choices* (p. 149-182) (3rd ed.). New York: McGraw Hill Companies.

Class 6

February 8:

POVERTY: IDEAS, THEORIES AND DATA

What you don't know might hurt you. Why understanding how policy framers explain poverty is pivotal. We will look at suggested explanations for poverty. Synthesizing the various explanations, reviewing data and understanding the difference between association and causation are core tasks in this section.

The discipline of the market, family and institutions to cause "good behavior"

- Belief: Individual explanations for observed poverty
- Belief: The market place is essentially sound, individual skill building or opportunity is needed
- Belief: Demographic changes, labor market dislocations and neighborhood context have become increasingly important (underclass debate)

Readings:

Schiller, B. (2007). Views of inequality and poverty. In *The economics of poverty and discrimination* (pp. 1-17) (10th ed.). Upper Saddle River, N.J.: Pearson Prentice-Hall.

Gilder, G. (1989). The Nature of Poverty. In I. Colby, *Social Welfare policy: Perspectives Patterns, Insights*, pp.47-57. Chicago: Dorsey Press.

Class 7

February 13:

POVERTY: IDEAS, THEORIES AND DATA

Structural forces drive poverty and inequality

- Belief: Structural inequities (discrimination, entrenched corporate power, diminished strength of labor) drive poverty and inequality and the conditions will not be ameliorated without structural change
- Belief: Individual change does not target that which must be changed and therefore, will never alter this fundamental dynamic

In class discussion exercises and activities:

- Video: Wealth Inequality in America
- Video: Richard Wolf – “How Class Works”

Readings:

Hacker, J. (2006). Risking it all (Ch. 2). In *The great risk shift* (pp. 35-60). New York, NY: Oxford Press

Class 8

February 15:

POVERTY AND SOCIAL POLICY

Now that we have some context around how various actors understand poverty, let's turn our attention to who is poor. What groups are most likely to be poor? Have trends changed over time? Are there particular lifecycle stages that are particularly vulnerable to poverty?

What does it mean to be “poor” in America?

- How is poverty defined?
- How do we measure poverty?
- How do other similar nations measure poverty?
- Who is poor?
- Variation in poverty across groups, lifecycle, family type and geography
- How do poor families make do?

Readings:

Schiller, B. (2007). Counting the poor (Ch. 3) In *The economics of poverty and discrimination* (pp. 41-66) (10th ed.). Upper Saddle River, N.J.: Pearson Prentice-Hall.

Halpern-Meekin, S., Edin K, Tach, L & Sykes, J. (2015). Introduction (p. 1-22). *It's not like I'm poor: How working families make end meet in a post-welfare world*. University of California Press: Oakland, CA.

Halpern-Meekin, S., Edin K, Tach, L & Sykes, J. (2015). The new regime through the Lens of the Old (p. 100-125). *It's not like I'm poor: How working families make end meet in a post-welfare world*. University of California Press: Oakland, CA.

Class 9

February 20:

POVERTY AND SOCIAL POLICY – continued

In class discussion exercises and activities:

- Working with charts/tables: Comparing the Official Poverty Measure (OPM) to the Supplemental Poverty Measure (SPM), how does measurement change the distribution of poverty?

Class 10

February 22:

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

We will examine the development of 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.

The U.S. safety net has been described as “patchwork” and “confusing”. Indeed, there are many programs with various acronyms to address certain needs: income supplementation, nutrition, medical care, early childhood intervention. The trick to understanding our social welfare state is being able to answer some core questions about any program. This will enable you to “get your head around” a particular program quickly by asking the most useful questions:

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

Means-tested cash programs: Temporary Assistance for Needy Families (TANF); Social Security Income (SSI); Earned Income Tax Credit (EITC); General Assistance (GA). **Means-tested, “near cash” or in-kind benefits:** Supplemental Nutrition Assistance Program (SNAP), WIC, Medicaid, Head Start.

In class discussion exercises and activities:

- Working with charts/tables: state variation in benefit levels, program uptake time-trends and the role of political influence on program support.

Readings:

Schiller, B. (2007). Welfare Programs (Ch. 13) In *The economics of poverty and discrimination* (pp. 228-256) (10th ed.). Upper Saddle River, N.J.: Pearson Prentice-Hall.

Class 11

February 27:

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

Class 12

March 1:

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

Social Insurance Programs: Old Age, Survivors, and Disability Insurance (OASDI), Medicare, Unemployment Insurance (UI)

- Putting it all together. Why do we have the system we do? Are there gaps? If so, for whom? How do we build an understanding of the Patient Protection and Affordable Care Act (PPACA) within a pre-existing system?

In class discussion exercises and activities:

- How does the PPACA build on the existing system?
- Current context: implications of repealing the individual mandate in the Tax Cut and Jobs Act
- Can you use what you have learned about magnitude, funding structure and who our health programs fund to understand the current context?

Readings:

Schiller, B. (2007). Social Insurance Programs (Ch. 14). In *The economics of poverty and discrimination* (pp. 258-276) (10th ed.). Upper Saddle River, N.J.: Pearson Prentice-Hall.

Dionne, E.J. (1999). Why Social Insurance? Social Security Brief (No. 6). National Academy of Social Insurance.

Class 13

March 6:

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

- How to think about reforming Social Security?
- What is important in the conversation?
- How to evaluate various proposals?

Class 14

March 8: IN CLASS EXAM #1

Class 15

March 13:

TAXATION AS SOCIAL POLICY

The tax system is a less visible but highly effective tool for income transfers to citizens across the population. Ignoring tax transfers, deductions and expenditures does a disservice to understanding the fullness of the welfare state and obscures transfers from higher earners to lower earners, from renters to home owners and from individuals to industry.

In class discussion exercises and activities:

- Types of taxes, exemptions and deductions

- The Budget Control Act and the implications of sequestration for domestic discretionary funding

Readings:

*Cochran, C. & Malone, E. (1994). Economic policy: Translating theory into practice. In *Public policy: Perspectives and choices* (p. 190-208) (3rd ed.). New York: McGraw Hill Companies.

**Read up until “Social Security and Reducing Poverty among the Elderly” on p. 208

Class 16

March 15:

TAX TRANSFERS AND EXPENDITURES

What do we need to know to think usefully about the tax system?

- What is a tax expenditure? What is a tax deduction?
- Using the tax transfer system
- Nuts and bolts: what this means for different types of households

In class discussion exercises and activities:

- Review the tax expenditure budget
- Video: U.S. Government Accountability Office (GOA): “Tax Expenditure Basics”
- Video: National Priorities Project: “Hidden Federal Spending”

Readings:

Employee Benefit Research Institute (EBRI). (2008). Tax expenditures and employee benefits: Estimates from the FY 2009 budget. Washington, DC.

Urban Institute. (2011). Five questions for Donald Marron on about how cutting tax preferences is the key to tax reform. Washington, DC.

Class 17

March 20:

THE ECONOMIC COLLAPSE: RECESSION AND THE WELFARE STATE

The aftermath of the Great Recession, how can we think about the most serious downturn since the Great Depression? What happened? What policy mechanisms were employed? Where are we now?

The Great Recession and Housing Collapse

- What does the Great Recession mean for states and their ability to deliver core social services: police and fire protection, public education, corrections, sanitation?
- The wealth of most Americans is the equity in their homes. What is unique about a recession that is fundamentally a collapse in housing prices?

In class discussion exercises and activities:

- Video: Former Treasury Secretary Geithner on the Great Recession
- Discussion: using what you have learned about policy levers to interpret the policies, outcomes and current context

Readings:

Powell, M. "The State Budget Disaster." *New York Times: Economix, Explaining the Science of Everyday Life*. July 1, 2010.

Schwartz, A. (2012). Lessons from the housing crisis. *Family and Consumer Sciences Research Journal*, 40(1), pp. 3-14.

Class 18

March 22:

HOUSING, HOUSING POLICY AND WELL-BEING

- Why does housing matter? What is it about housing that matters?

In class discussion exercises and activities:

- Student driven discussion: what housing topics are of deep interest? Subsidized housing, affordability, instability, lack of secure housing?
- What are you thinking about and how can you bring policy tools to use in our discussion?

Readings:

O'Flaherty, B. (2005). Housing: The big picture. In *City economics* (pp. 348-356; 385-386). Cambridge, Massachusetts: Harvard University Press.

*O'Flaherty, B. (2005). Glossary. In *City economics* (pp. 572-576). Cambridge, Massachusetts: Harvard University Press.

***See Glossary for terms**

Lerner, S. (2007). A struggle for environmental justice in Louisiana's chemical corridor. In Skolnick, J.H. & Currie, E. Eds., *Crisis in American Institutions* (pp. 233-242) (13th

edition). Boston, MA: Allyn & Bacon.

SPRING RECESS: MARCH 24 – APRIL 1

Class 19

April 3:

RACE, ETHNICITY AND SOCIAL POLICY

How should we think about culture, race, ethnicity, and immigration status in relation to policy in the U.S.? In what ways do social policies recognize these differences? 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? What is the relationship to policy? How does history inform current policy analysis and why?

In class discussion exercises and activities:

- Case Example: Residential Segregation
- Video: Freedom Riders
 - Freedom Riders - test the Supreme Court's ruling in *Boynton v. Virginia* (1960), which declared segregation in interstate bus and rail stations unconstitutional
 - Lesson: Federal assertion of rights, states unwillingness to uphold law
- Case Example: Busing in Roxbury in Boston
- Audio: NPR report, 9/5/14, 40 year anniversary of desegregation order

Readings:

Barusch, A.S. (2009). People of color. In *Foundations of Social Policy* (3rd) (pp. 284-319). Belmont, CA: Brooks/Cole.

Schiller, B. (2007). Discrimination in the labor market (Ch. 12) In *The economics of poverty and discrimination* (pp. 208-226) (10th ed.). Upper Saddle River, N.J.: Pearson Prentice Hall.

EXAM 2 [take home] - GIVEN AT THE END OF CLASS ON APRIL 3. POSTED ON CANVAS AFTER CLASS.

Class 20

April 5:

RACE, ETHNICITY AND SOCIAL POLICY – continued

- What tools can we use to understand and measure discrimination?

- How do we combine data, measurement and enforcement to arrive at a structural response to discrimination?
- What are the most useful questions?

In class discussion exercises and activities:

- Tables/Measures: A measure of residential segregation: Dissimilarity Index
- Defining Terms: prejudice, discrimination, racism (institutional, internalized)

Class 21

April 10:

DEMOGRAPHIC SHIFTS AND IMPLICATIONS FOR POLICY DOMAINS

- How is America's demography changing? Why might this matter?
- What is it useful to pay attention to and why?
- What are the most useful questions to entertain about demographic changes?
- Demographic shifts and immigration policy

Readings:

Toossi, Mitra (2012). Projections of the labor force to 2050: a visual essay. *Monthly Labor Review* (pp. 3-16).

Massey, D.S. (2015). The real Hispanic challenge. *Pathways*. Stanford Center on Poverty & Inequality (pp. 1-7).

Davis, L.E. (2016). Whose country is it, anyway? *America is at a racial tipping point*. Pittsburgh Post-Gazette, October 6, 2016.

In class discussion exercises and activities:

- Racial classification and policy: government "counting", access to basic goods and changes overtime, access to citizenship and domestic labor needs.
- Legislative examples: The Secure America and Orderly Immigration Act of 2005
- Video: "The Immigration Reform and Control Act of 1986"
- Video: "Securing the Border"
- Perspective: Immigration reform in 2013
- Current Context: putting it together, what is the relationship to what you have learned about the previous policies and the current policy thrust?

EXAM 2 DUE - CANVAS SUBMISSION

Class 22

April 12:

SEXUAL ORIENTATION, GENDER IDENTITY AND SOCIAL POLICY

How does sexual orientation and gender identity affect the distribution of welfare benefits in the U.S.? What are the costs to individuals and to society of discriminating based on such factors? How did the movement for marriage equality work? How did the architects of change model this movement?

Readings:

Frank, N. (2017). Prologue (p. 1-10). *Awakening: How Gays and Lesbians brought marriage equality to America*. Belknap Press of Harvard University Press: Cambridge, Mass.

Frank, N. (2017). We are criminals in the Eyes of the law (ch. 3, p. 59-76). *Awakening: How Gays and Lesbians brought marriage equality to America*. Belknap Press of Harvard University Press: Cambridge, Mass.

Frank, N. (2017). The very foundations of our society are in danger (ch. 5, p. 102-125). *Awakening: How Gays and Lesbians brought marriage equality to America*. Belknap Press of Harvard University Press: Cambridge, Mass.

Supplemental Background Reading if needed:

Barusch, A.S. (2009). Gay, Lesbian, Bisexual, and Transgendered. In *Foundations of Social Policy* (3rd) (pp. 320-345). Belmont, CA: Brooks/Cole.

In class discussion exercises and activities:

- Video: ActUp: Ashes Action 13 October 1996
- Federal Hate Crimes Legislation (1969, 2009)

Class 23

April 17:

PROTEST MOVEMENTS, CIVIL UNREST AND POLICY

From Reconstruction to Charlottesville : The use of paramilitary violence and fear as a method to control the use of the public square, the ballet box, public goods, access to the core goods of citizenship and the safety of targeted groups in their quest for “Life, Liberty and the pursuit of Happiness” (The Declaration of Independence, 1776)

How do protest movements influence context?

- Activists, types of movements, origins

- Ideology and historical revision
- Use of Images
- Training for change
- Art, music, symbolic gestures

Audio visual/Readings:

*Peruse the websites, read the tabs that tell you the who, what, where, when (old organization, new organization, how that organization understands itself in reference to history) vision of the organizations

*Jot down the connection with historical or policy content

*What are the origins of the movement? Can you construct a timeline for yourself that incorporates historical context?

<http://www.naacp.org/oldest-and-boldest/>

<http://www.law4blacklives.org/>

“Seven Last Words: Strange Fruit Speaks – Rahiel Tesfamariam – Charge to the Congregation”

<https://www.youtube.com/watch?v=Jl5Q4ubWi2o>

https://www.democracynow.org/2017/8/16/bree_newsome_charlottesville_is_latest_chapter

https://www.washingtonpost.com/news/made-by-history/wp/2017/08/16/who-are-the-antifa/?utm_term=.a899ce86a8ce

https://www.democracynow.org/2017/8/16/part_2_antifa_a_look_at

Beinart, P. (September, 2017 Issue). The Rise of the Violent Left. *The Atlantic*.

Bray, M. (January 23, 2017). Trump and everyday anti-fascism beyond punching Nazis. *Roar Magazine*.

Global non-violent action: Albert Einstein Institution: Advancing freedom with non-violent action

<http://www.aeinstein.org/>

Class 24

April 19:

PROTEST MOVEMENTS, CIVIL UNREST AND POLICY - continued

Class 25

April 24:

SOCIAL POLICY AND SUPPORTING FAMILIES

What are different policy models for supporting parents and families in caring for their members? What are the implications of changes in how families work and care for their members and communities? What are the policy implications of recognizing how families live and earn in the 21st century?

Readings:

Gornick, J.C. & Meyers, M.K. (2003). Introduction: the conflicts between earning and caring. In *Families that Work: Reconciling parenthood and employment* (pp. 1-9). New York, NY: Russell Sage.

Gornick, J.C. & Meyers, M.K. (2003). Developing earner-carer policies in the United States. In *Families that Work: Reconciling parenthood and employment* (pp. 268-303). New York, NY: Russell Sage.

In class discussion exercises and activities:

- Work, care, career exercise

Class 26

April 26:

CONTEMPORARY SOCIAL POLICY ANALYSIS

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?

- How to think about the U.S. system and the process of policy change?
- What is it helpful to consider when entering the world of policy change?
- What is a policy analyst?
- Who are the actors in policy analysis?
- What are the role of values and professional standards?

Readings:

Weimer, D.L. & Vining, A.R. (1999). What is Policy Analysis? In *Policy Analysis Concepts and Practice*, 3rd edition (pp. 27-42). Upper Saddle River, NJ: Prentice-Hall.

Weimer, D.L. & Vining, A.R. (1999). Toward Professional Ethics? In *Policy Analysis Concepts and Practice*, 3rd edition (pp. 43-57). Upper Saddle River, NJ: Prentice-Hall.

Class 27

May 1:

WRAP-UP: EVALUATION AND REVIEW

Student driven review of major themes based on Exercise 3: What is the “take-away” from our review of U.S. social policy? What are some of the key points to keep in mind? What question do you have and how can you answer them?

In class discussion exercises and activities:

- Social Policy Jeopardy Game with student questions

V. Text and Reading Materials

There is no required text for this course.

Course Web Site

Readings and additional class materials will be available on the class website through Canvas. Lecture slides will be posted by 2:15.

VI. Evaluation: Assignments, Grading and Methods

Students are expected to:

- Attend class weekly and read required material prior to the lecture class;
- Attend and actively participate in class exercises and discussion sections;
- Regularly check your university email account and the course website for communication from instructor and discussion leader;
- Turn off all cell phones and beepers during the class
- Refrain from using laptops for purposes other than taking electronic notes during class and discussion section times;
- Complete all assignments required for the lecture and discussion sections; and
- Complete three exams; Exam 1 in class (true/false, multiple choice), Exam 2 take-home (short essay questions) and Exam 3 (true/false and multiple choice).

Exams: There will be three exams on the following dates:

1. Exam 1 on March 8th
2. Exam 2 distributed on April 3, Canvas submission before lecture on April 10th. Emailed and late exams cannot be accepted.
3. Exam 3 on May 8th, 5:05-7:05pm, location not yet assigned

Exam questions may be drawn from lectures, discussion sections, and readings.

Final grades will be calculated as follows:

Exam 1 (in-class)	25%
Exam 2 (take-home)	25%
Exam 3 (in-class)	35%
Attendance and participation in lecture and discussion sections	15%

Grading

There are not extra credit or make-up assignments. Grades on each assignment and your final grade will be assigned as follows:

A	94-100	outstanding; surpasses expectations in all areas
AB	88-93	surpasses expectations in most areas
B	82-87	surpasses expectations in some areas
BC	76-81	meets expectations in most areas; above in others
C	70-75	meets expectations in most areas
D	64-69	below expectations in all areas
F	<64	fails to meet minimal expectations in all areas, not acceptable work

Section Grades

Grades for discussion sections will be 15% of your total grade. They will be based on your Teaching Assistant's assessment of the following four components:

1. Attendance (in both lecture and discussion)
2. Attentiveness and participation in section discussions
3. Quality of participation in section discussions
4. Completion of exercises in section discussions

Discussion Section Exercises

Discussion sections will include exercises designed to reinforce and deepen content covered in lectures. Exercises will include but not be limited to the following:

Exercise 1: Themes informing the development of the U.S. welfare state (Why did we develop as we did? Why did we develop differently from our European counterparts?) Explore political, philosophical and practical.

Exercise 2: The Origins, Who, How, and What of Social Welfare Programs.

Exercise 3: Constructing a well-posed question is a critical skill. Each student is to submit 3 questions to their TA by 5:00pm on April 27th. These questions will be used as the basis for our class on May 1st. Questions should be well-thought out and clear. Draw your questions from lectures and reading materials. What are you struggling to understand? What working hypotheses about social welfare policy are you seeking to refine?

Engagement in exercises for discussion section is, in part, what determines your section grades. TA's will provide structure and detail on exercises. TA's will introduce further exercises as needed to facilitate learning.

Note to Students on Grading

Your goal for this course should be to make the most of your learning experience, and not simply "get an A". Your expectations about the grades you receive on assignments and exams should be wholly based on (1) the extent to which you respond accurately to assignment or exam objectives, (2) the quality of your writing (to include grammar and spelling, organization and clarity), (3) the extent to which you demonstrate critical thinking related to course readings and topics, and (4) the extent and quality of your participation in class and discussion sections. If there is something about an assignment that is unclear to you, it is your job to bring this to the attention of your discussion leader or to the professor. Grade expectations should not be based on what you have received in other courses. If you have an issue with a grade you receive in this course, please document the reasons for your appeal in writing with specific attention to the four points raised above.

VII. Course Policies

Student Behavior Policy

Respect, cordiality, patience and openness to the ideas of others are expected in lectures, discussion sections and exercises. Learning requires the willingness to risk, the ability to listen as well as bravery to venture a reasoned opinion. We will create and maintain a climate where this is possible for all participants.

Disability Accommodations

Students requiring accommodation, as approved by the McBurney Center, must provide their instructor with a copy of their Verified Individualized Services and Accommodation (VISA) within the first two weeks of the semester, or as soon as possible after a disability has been incurred or recognized, so that any needed accommodations can be made.

Academic Honesty

Academic honesty is required and expected in this course and all other courses offered by the School of Social Work. If you are found to have plagiarized a written assignment or cheated on an exam, you will receive a failing grade for that assignment/exam and be subject to further disciplinary action consistent with the university and School of Social Work policy.

Academic honesty is based on the premise that each student has the responsibility to: (1) uphold the highest standards of academic integrity in the student's own work; (2) refuse to tolerate violations of academic integrity in the University community; and (3) foster a high sense of academic integrity and responsibility on the part of the University community.

Academic misconduct is often thought of as "cheating" in the pursuit of one's academic endeavors. Academic misconduct rules are found in UWS 14. Information on academic misconduct rules and procedures and plagiarism can be found at the following websites:

<http://students.wisc.edu/saja/index.html>.

College of Letters & Science Handbook definition of plagiarism as academic misconduct:
<http://www.ls.wisc.edu/handbook/ChapterSix/chVI-11.htm>

"Avoiding Plagiarism" from The Writing Center:
<http://writing.wisc.edu/Handbook/QuotingSources.html>

There are two major forms which plagiarism takes:

1. The use of direct quotes from others' written or spoken work and presenting them as one's own words without using proper quotation marks or offsetting.
Direct Quote: To repeat verbatim or to copy verbatim the words of another.
2. The other major form of plagiarism where a student (or someone else) paraphrases the ideas or research findings of another person(s), but fails to identify the source of the ideas.

A paraphrase is a restatement of a text or passage in another form or other words (i.e., putting into your own words the ideas of another person).

Code of Ethics, Student Rights and Responsibilities & 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 Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student's Rights and Responsibilities, 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.

APPENDIX A

<i>Competency and Description</i>	<i>Course Content Relevant to Dimensions that Comprise the Competency *</i>	<i>Location in Syllabus</i>
<p>3. Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>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.</p>	<p>Lecture, readings and discussion related to SW professional values, implications for policy practice, Code of Ethics and the implications for policy goals (K,V)</p> <p>Activities (K,V)</p> <p>Lecture, readings and discussion related to what and why barriers to access core social goods exist. (K,V)</p> <p>Videos and Activities: “White Rage: The Unspoken Truth of our Racial Divide”</p> <p>Lecture, readings and discussion related to how systemic oppression is manifest in policy and historical and current strategies to address (K,V)</p> <p>Videos and Activities: Exercise based on “A struggle for environmental justice in Louisiana’s chemical corridor” (K,V)</p> <p>Exercise on residential segregation, Federal, State policy domains, Freedom Riders and the 40 year</p>	<p>Class 1</p> <p>Class 1, Class 2, Class 3</p> <p>Class 4, Class 5, Class 6, Class 7</p> <p>Class 4</p> <p>Class 19, Class 20, Class 21, Class 22, Class 23, Class 24, Class 25</p> <p>Class 19</p> <p>Class 20</p>

	<p>anniversary of school desegregation order. (K,V)</p> <p>Lecture, assigned readings, assigned videos on social movements (domestically and internationally) constructed to secure basic access to core human rights. (K,V)</p>	<p>Class 23 Class 24 Class 25</p>
<p>5. Engage in Policy Practice</p> <p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; assess how social welfare and economic policies impact the delivery of and access to social services; apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<p>Lectures, reading and discussion related to history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.</p> <p>(K,V,S, C & AP)</p> <p>Exam 1 (K,S)</p> <p>Exam 3 (K,S)</p> <p>Discussion Section Exercise 1 (K,V,S, C & AP)</p> <p>Discussion Section Exercise 2 (K,V,S, C & AP)</p> <p>In class exercises focusing on analyzing state, federal and expenditure data on programs to deduce the impact on various groups, compare impacts with SW values, understand values associated with public policy expenditures (K,V,S, C & AP)</p>	<p>Class 9 Class 10 Class 11 Class 12 Class 13 Class 14 Class 15 Class 16 Class 17</p> <p>Class 14</p> <p>Page 17</p> <p>Page 18-19</p> <p>Page 18-19</p> <p>Class 15 Class 16</p>

	<p>“working with charts/tables: state variation in benefit levels, program uptake, time-trends and the role of political influence on program support.” (K,V,S, C & AP)</p>	<p>Class 10</p>
<p>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.</p>	<p>Lecture, readings and discussion on policymaking, power and agenda setting that condition practice, policy and service delivery effectiveness.</p> <p>(K,V, S, C & AP)</p> <p>Lecture, readings and discussion on poverty and inequality which condition practice, policy and service delivery effectiveness.</p> <p>(K,V, S, C & AP)</p> <p>Exam 3 (K, S)</p>	<p>Class 3</p> <p>Class 6, Class 7, Class 8</p> <p>Page 17</p>