

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

**Social Work 606: Social Welfare Policy
Spring 2018**

Instructor:	Jen Rubin, MSW	Office Hours:	By appointment
E-mail:	jrubin3@wisc.edu	Phone:	608-698-5885
Location:	ED L196	Class Time:	Tuesdays 1:20 pm-3:15 pm
Credits:	2	Instructional Mode:	Face-to Face
Canvas Course URL:	https://canvas.wisc.edu/courses/87706		

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 heightened 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 competencise described in Appendix A.

IV. Course Content/Outline

Week/ Date	Topics	Readings	Assignment Due
Wk. 1 1/23	<p>COURSE OVERVIEW AND INTRODUCTION TO SOCIAL POLICY</p> <p>Lecture:</p> <ul style="list-style-type: none"> • Introduction and overview • What is social welfare policy? • Why does policy matter? • How do we decide what a “problem” is? • How do values impact policy positions? • <p>In-class activities:</p> <ul style="list-style-type: none"> • Introductory exercise • Video: Mission playground is not for sale • Small Group discussion 	<p>Glass, I. (Producer). (2012, March 2). What Kind of Country [Show 459]. This American Life. Podcast retrieved from www.thisamericanlife.org.</p>	
Wk. 2 1/30	<p>FRAMEWORK OF THE WELFARE STATE</p> <p>Lecture:</p> <ul style="list-style-type: none"> • How do we think about the welfare state? • What is the difference between a social welfare state and social policy? • What are the structural underpinnings of U.S. social welfare policy? Examine systemic oppression • Ongoing tension between federal vs states’ rights vs local control 	<p>Readings:</p> <p>Dinitto, D.M. & Johnson, D.W. (2011). Introduction: Politics, Rationalism, and Social Welfare Policy, In <i>Essentials of social welfare: Politics and public policy</i> (pp. 1-11). Prentice Hall: Pearson.</p> <p>Linhorst, D.M. (2002). Federalism and social justice: Implications for social work. <i>Social</i></p>	

	<p><u>In-class activities:</u> Video: World Class Warfare Small group discussion: readings</p>	<p>Work, 47:201-08.</p> <p>Besharov, J.D. (2008). <i>Social Welfare Conservatism</i>. American Enterprise Institute for Public Policy Research. Retrieved from: http://www.welfareacademy.org/pubs/welfare/Social_Welfare_Conservatism_OTI_08_01.pdf</p> <p>Krugman, P. (2007, September 18). The conscious of a Liberal, introducing this blog. Retrieved from http://krugman.blogs.nytimes.com/2007/09/18/introducing-this-blog/</p>	
Wk. 3 2/6	<p>STRUCTURE OF THE WELFARE STATE AND POLICYMAKERS <u>Lecture:</u></p> <ul style="list-style-type: none"> • 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 <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> • Videos: Lost Count: A Love Story • Video: 1649: Brandon's Story • Small group discussion: readings • Case Study: McKinney Vento Act 	<p>Birkland, T. A. (2010). Introducing the policy process. In <i>An introduction to the policy process (pp. 3-11)</i> (3rd ed.). Armonk, NY: M. E. Sharpe.</p> <p>Elliot, Andrea. (2013) Invisible Child, Girl in the Shadows: Dasani's Homeless Life, New York Times. Retrieved from http://www.nytimes.com/projects/2013/invisible-child/#/?chapt=1</p>	1 st critical response essay is due
Wk. 4 2/13	<p>VALUES, IDEOLOGY AND POLICYMAKING <u>Lecture:</u></p> <ul style="list-style-type: none"> • 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 	<p>Coates, Ta-Nehisi. (2013), May 21). The Case for Reparations. The Atlantic. Retrieved from: https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/</p> <p>Glass, I. (Producer). (2012, March 2). After the Flood [Show 296]. This American Life. Podcast retrieved from https://www.thisamericanlife</p>	

	<p><u>In-class activities:</u></p> <ul style="list-style-type: none"> • Video: The War on Drugs is an Epic Fail • Small group discussion: readings • Large Group Exercise: Policy decisions 	<p>.org/radio-archives/episode/296/after-the-flood Listen to Act Three (6 minutes)</p>	
Wk. 5 2/20	<p>Part 1: THEORIES OF POVERTY</p> <p><u>Lecture:</u></p> <ul style="list-style-type: none"> • Understanding how policy framers explain poverty is pivotal. • How do we define and measure poverty? • How equitable is the U.S? • Who is poor? <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> • In Her Shoes Exercise • Video: Wealth Inequality in America 	<p>Readings:</p> <p>Schiller, B. (2007). Views of inequality and poverty. In <i>The economics of poverty and discrimination</i> (pp. 1-16) (10th ed.). Upper Saddle River, N.J.: Pearson Prentice-Hall.</p> <p>Schiller, B. (2007). Counting the poor (Ch. 3) In <i>The economics of poverty and discrimination</i> (pp. 41-66) (10th ed.). Upper Saddle River, N.J.: Pearson Prentice-Hall.</p> <p>Elliot, Andrea. (2013) A Future Rests on a Fragile Foundation, New York Times. Retrieved from http://www.nytimes.com/projects/2013/invisible-child/#/?chapt=2</p>	2nd response paper is due
Wk. 6 2/27	<p>POVERTY AND SOCIAL POLICY</p> <p><u>Lecture:</u></p> <ul style="list-style-type: none"> • Who gets punished and who gets rewarded by social policy • Examine tax policy • Examine Food Stamps program • Examine Earned Income Tax Credit <p><u>In class activities:</u></p> <p>Video: Florida's Welfare Drug Testing Law Small Group Discussion: Readings</p>	<p>Halpern-Meeking, S., Edin K, Tach, L & Sykes, J. (2015). <i>The new regime through the Lens of the Old. It's not like I'm poor: How working families make end meet in a post-welfare world.</i> University of California Press: Oakland, CA.</p> <p>Moyers and Company. (2013, June 28). Greg Kaufmann on the Truth About American Poverty. First 8 minutes. Retrieved</p>	

		<p>from http://billmoyers.com/segment/greg-kaufmann-on-the-truth-about-american-poverty/</p> <p>Gordon, S. (2017, February 27). What gets overlooked in Wisconsin's food stamp conversation. http://www.wisconsin.org/what-gets-overlooked-wisconsin-food-stamp-conversation</p>	
Wk. 7 3/6	<p>THE U.S. SAFETY NET: WHAT WE PROVIDE AND FOR WHOM?</p> <p>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.</p> <p>We will discuss key questions to understand the programs and polices we currently have:</p> <ul style="list-style-type: none"> • 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? <p>In class activities: Video: Free Lunch Small group discussion: readings</p>	<p>Schiller, B. (2007). Welfare Programs (Ch. 11) In <i>The economics of poverty and discrimination</i> (pp. 193-223) (8th ed.). Upper Saddle River, N.J.: Pearson Prentice-Hall.</p> <p>Hacker, J. (2006). Risking it all (Ch. 2). In <i>The great risk shift</i> (pp. 35-60). New York, NY: Oxford Press</p> <p>Cancian, M. & Meyer, D (2004). Economic success among TANF participants: How we measure it matters. <i>Focus</i>. Volume 23, No. 2, Summer. Retrieved from: https://www.irp.wisc.edu/publications/focus/pdfs/foc232b.pdf</p>	
Wk. 8 3/13	<p>RACE, ETHNICITY AND SOCIAL POLICY</p> <p>Lecture:</p> <ul style="list-style-type: none"> • How should we think about culture, race, ethnicity, in relation to policy in the U.S.? 	<p>Glass, I. (Producer). (2015, July 31). <i>The Problem We All Live With</i> [Show 562]. This American Life.</p>	Policy Process Paper is due

	<ul style="list-style-type: none"> • 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 • <p><u>In class activities:</u> Video: Against All Odds: Chasing the Dream Small Group Discussion: readings</p>	Retrieved from: https://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with	
Wk. 9 3/20	<p>SOCIAL POLICY AND SUPPORTING FAMILIES</p> <p><u>Lecture:</u></p> <ul style="list-style-type: none"> • 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: Jacquie Boggess, Center for Family Policy and Practice <p><u>In class activities</u> Small group discussion: readings</p>	Center for Family Policy and Practice (2014). What we Want to Give Our Kids. Retrieved from: https://cffpp.org/wp-content/uploads/whatwewanttogiveourkids.pdf Kanter, Jodi (2014). New York Times. Working Anything but 9 to 5. Retrieved from: https://www.nytimes.com/interactive/2014/08/13/us/starbucks-workers-scheduling-hours.html?mcubz=0	Topic for policy analysis paper is due
Wk. 10 4/3	<p>Part 2:</p> <p>DEMOGRAPHIC SHIFTS AND IMPLICATIONS FOR POLICY</p> <p><u>Lecture:</u></p> <ul style="list-style-type: none"> • 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 	Glass, I. (Producer). (2017, December 8). Our Town – Part One [Show 632]. This American Life. Retrieved from: https://www.thisamericanlife.org/radio-archives/episode/632/our-town-part-one Davis, L.E. (2016). Whose country is	

	<p>immigration</p> <ul style="list-style-type: none"> • What are the most useful questions to entertain about demographic changes? • Demographic shifts and immigration policy • Guest Speaker: Monica Santa Maria, Immigration Attorney <p><u>In class activities</u> Video: My sister's keeper Small group discussion: readings</p>	<p>it, anyway? America is at a racial tipping point. Pittsburgh Post-Gazette, October 6, 2016. Retrieved from: http://www.post-gazette.com/opinion/2016/10/06/Whose-country-is-it/stories/201610020011</p>	
Wk. 11 4/10	<p>HEALTH POLICY, HEALTH DISPARITIES AND WELL-BEING</p> <p><u>Lecture:</u></p> <ul style="list-style-type: none"> • 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 <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> • Video: Unnatural Causes • Small group discussions: Readings 	<p>Adler, Cutler, Fielding, Galea, Glymour, Koh, Satcher. (September 19, 2016) Addressing Social Determinants of Health and Health Disparities. National Academy of Medicine's Vital Directions for Health and Health Care Initiative.</p> <p>Heiman & Artiga. (November 2015). Beyond Health Care: The Role of Social Determinants in Promoting Health and Health Equity. The Kaiser Commission on Medicaid and the Uninsured.</p>	
Wk 12 4/17	<p>THE ECONOMIC COLLAPSE: RECESSION, RECOVERY AND INEQUALITY</p> <p><u>Lecture:</u></p> <ul style="list-style-type: none"> • 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 <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> • Small group discussions: Readings 	<p>The State of Working Wisconsin, COWS. http://www.cows.org/data/documents/ex_1799.pdf</p> <p>Wisconsin's Extreme Racial Disparity: Vast Chasm Separates Whites and African Americans in the State. January 2017, COWS. http://www.cows.org/data/documents/1816.pdf</p>	

		Increasing Skills and Opportunity for Wisconsin's Immigrants. March 2016, COWS. http://www.cows.org/data/documents/1767.pdf	
Wk. 13 4/24	<p>SEXUAL ORIENTATION, GENDER IDENTITY AND SOCIAL POLICY</p> <p>Lecture:</p> <ul style="list-style-type: none"> • How does sexual orientation and gender identity affect the distribution of welfare benefits in the U.S.? • How did the movement for marriage equality work? Look at social movements • Examine state and federal roles • LGBT school based policy issues • Guest speaker: <p>In-class activities:</p> <ul style="list-style-type: none"> • Small group discussions: Readings 	Barusch, Chapter 10, Gay, Lesbian, Bisexual, and Transgender Individuals	Policy Analysis Paper is due
Wk. 14 5/1	<p>CONTEMPORARY SOCIAL POLICY ANALYSIS</p> <p>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?</p> <ul style="list-style-type: none"> • How to think about the U.S. system and the process of policy change? • What are the role of values and professional standards? • Review for final 	Elliot, Andrea. (2013) Reasons to Dream, part 5, New York Times. Retrieved from http://www.nytimes.com/projects/2013/invisible-child/#/?chapt=5	

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.

- Barusch, A.S. (2009). People of color. In *Foundations of Social Policy* (4th ed.) (pp. 258-290). Belmont, CA: Brooks/Cole.

VI. EVALUATION: Assignments, Grading and Methods

Assignments 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

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

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:

Element	Points Value (10)
Thoughtful questions about the reading	3
Participation in large group discussions	2
Participation in small group discussions	5

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:

Element	Points Value (15)
Understanding of the material (Do you have a clear grasp of the argument/point of the article/podcast? Did the material expand your understanding of the issue?)	2
Critical evaluation of the material (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).	4
Important points that arose from the readings (Did you identify a key point(s) and describe the key point, particularly how the issue covered might particularly impact disadvantaged groups)	3

Clarity and coherence of writing (Clear writing, good sentence structure, paragraphing, and grammar; overall organization)	3
How readings serve to inform social work practice	2
Total Points	

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.

Element	Points Value (15)
Description of the event (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?)	8
Description of what you learned about the policy process. (Include information from the reading)	7

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:

Element	Points Value (25)
Thorough description of social problem; who is impacted and why; and convincing argument for why it's an important issue	5
Briefly describe previous attempts, strategies, and policies to address or solve the issue or problem.	2

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:
 - Turning off (or silencing) cell phones (and pagers) during class.
 - Refrain from taking calls, texting, and using social media, or from using the internet for anything other than directed class work.
 - 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:
 - The first unexcused absence will result in a student’s grade being dropped by 5 percentage points (out of 100; i.e., ½ grade).
 - The second unexcused absence will place the student at risk for failing the course.
 - 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 be 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
 - If there is inclement weather students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
 - 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.
 - 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.

APPENDIX A

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>3. Advance Human Rights and Social, Economic, and Environmental Justice 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, discussion, small group discussion and in classroom exercises related to (K, S, V, C & AP)</p> <ul style="list-style-type: none"> • 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 <p>In Class Video: Mission Playground is not for sale</p> <p>In Class Video: Lost Count: A Love Story</p> <p>In Class Video: 1649: Brandon’s Story</p> <p>Assigned Podcast: The Problem we all live with</p> <p>Assigned Podcast: Our Town – part I</p> <p>Assigned Readings: Invisible Child</p> <p>Assigned Reading: A Future Rests on a Fragile Foundation</p> <p>Assigned Reading: Reasons to Dream</p> <p>Assignment: Defining the social problem in the policy analysis paper</p> <p>Assignment: Response papers</p> <p>Guest Speaker: Monica Santa Maria</p> <p>Guest Speaker: Ali Mudrow</p>	<p>Week 1</p> <p>Weeks 2, 3, 8, 13</p> <p>Weeks 4, 8, 13</p> <p>Week 1</p> <p>Week 3</p> <p>Week 3</p> <p>Page 6</p> <p>Page 6</p> <p>Page 3</p> <p>Page 4</p> <p>Page 8</p> <p>Page 11</p> <p>Page 10</p> <p>Week 10</p> <p>Week 13</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<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>Lecture, readings, discussion, small group discussion and in classroom exercises related to (K, S, V, C & AP)</p> <ul style="list-style-type: none"> • 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 <p>Assigned Podcast: What Kind of Country</p> <p>Assigned Reading: Introducing the Policy Process</p> <p>Assigned Reading: The Case for Reparations</p> <p>Assigned Reading: Working Anything but 9 to 5</p> <p>Assigned Reading: The Role of Social Determinants in Promoting Health and Health Equity</p> <p>In Class Video: World Class Warfare</p> <p>In Class Video: The War on Drugs is an Epic Fail</p>	<p>Weeks 2, 4, 8, 10, 11</p> <p>Weeks 2, 10, 13</p> <p>Week 3</p> <p>Week 7, 8, 13</p> <p>Weeks 3, 5, 8</p> <p>Week 9</p> <p>Page 2</p> <p>Page 2</p> <p>Page 6</p> <p>Page 6</p> <p>Page 7</p> <p>Week 2</p> <p>Week 4</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
	<p>In Class Video: Against All Odds: Chasing the Dream</p> <p>In Class Video: Unnatural Causes</p> <p>In Class Exercise: In Her Shoes</p> <p>Guest Speaker: Jacquie Boggess</p> <p>Guest Speaker: Laura Dresser</p> <p>Assignment: Policy Process Paper</p> <p>Assignment: Policy Analysis Paper</p>	<p>Week 8</p> <p>Week 11</p> <p>Week 5</p> <p>Week 9</p> <p>Week 12</p> <p>Page 11</p> <p>Pages 11-12</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, discussion, small group discussion and in classroom exercises related to practice, policy and service delivery effectiveness. (K, V, S, C & AP)</p> <ul style="list-style-type: none"> • Case Study • In Her Shoes • Guest Speaker <p>Assigned Reading: Economic Success among TANF participants: How we measure it matters</p> <p>Assigned Reading: What we want to give our kids</p> <p>Assignment: Lead small group discussions</p> <p>Assignment: Response Papers</p>	<p>Week 3</p> <p>Week 5</p> <p>Week 9</p> <p>Page 5</p> <p>Page 6</p> <p>Page 9</p> <p>Page 10</p>

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