COURSE PREREQUISITES
Undergraduate students enrolled in this course should have attained upperclassman status.

COURSE DESCRIPTION
This undergraduate social work course provides an introduction to social welfare policy, the dynamics of policy-making, and policy evaluation. This course represents the policy component of the social welfare and policy services sequence required for social work majors. Discussion of social welfare policy formation and evaluation is intended to explore the intersection of race, gender, and class within a national historical context of domestic policy and practice. Social issues discussed include: poverty, discrimination and oppression, child welfare, sexual orientation, and physical and mental health.

COURSE GOALS
By the end of the course, students will be able to:

1. Understand the relationship between social issues, politics, and social welfare policy responses [2.1.3 critical thinking; 2.1.5 human rights and justice; 2.1.8 policy practice; 2.1.9 practice contexts]

2. Describe the basic elements of the policy-making process [2.1.8 policy practice]

3. Recognize and articulate current debates and alternative perspectives about social welfare policies [2.1.3 critical thinking; 2.1.6 research based practice; 2.1.8 policy practice]

4. Understand how individual and collective values, gender, gender orientation, and race interface with service delivery systems and policy responses [2.1.2 ethical practice; 2.1.3 critical thinking; 2.1.4 diversity in practice; 2.1.5 human rights and justice; 2.1.8 policy practice; 2.1.9 practice contexts]
5. Understand the historical aspects of poverty, definitions of poverty, and the relationship to current policy responses including income security programs [2.1.1 professional identity; 2.1.3 critical thinking; 2.1.4 diversity in practice; 2.1.5 human rights and justice; 2.1.8 policy practice; 2.1.9 practice contexts]

6. Understand strategies for evaluating policies [2.1.3 critical thinking; 2.1.5 human rights and justice; 2.1.6 research based practice; 2.1.8 policy practice]

LEARNING ENVIRONMENT
Students with physical, learning, psychological or other visible or non-visible disabilities wishing to request accommodations must identify with the Accessibility Resource Center (ARC) and submit documentation of a disability. If you have documented such a disability to SAC that requires accommodations or an academic adjustment, please arrange a meeting with me as soon as possible to discuss these accommodations.

Information regarding University policies related to: religious observances, academic conduct, complaint procedures, grade appeals procedures, sexual harassment policy, safety policies and other standing policies/procedures is available at the following website: http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf

USE OF TECHNOLOGY IN CLASSROOM
I come to class to help you learn, and I assume that you are here because you want to learn. Using a cell phone or laptop to talk, text, email or surf the web on non-course related matters is disrespectful to me and to your fellow students. Therefore, the use of cell phones and the use of laptops is prohibited in my class. If you need to use a laptop in my class, you are welcome to speak with me individually.

Specifically, the use of cell phones in class, for talking, texting or reading/writing email is prohibited. If you wish to place or receive a call you must leave the room or, if you wish to leave your cell phone on in “Silent” mode because of an ongoing emergency situation that you may need to respond to, please speak to me at the start of class to let me know.

Students using laptops during class for non-class related work is disrespectful to me and distracting to other students, in part because the temptation to take “just a second” to check email or web updates is hard to resist. If you feel that your learning will be hampered by not having access to your laptop for note-taking or other legitimate purposes, please speak to me. Otherwise, keep your laptop turned off and stowed away during class.

Lecture captures for all lectures will be available on the D2L site.
COURSE CONTENT

The course includes four parts:

1. Poverty: definitions (what does it mean to be "poor"); demography (who is poor and how has that changed over time?) and alternative explanations (racism, sexism, social change, economic organization, and public policy).

2. A review of the major income security programs in the US, with particular emphasis on the distinction between social insurance and means-tested programs and including a discussion of current policies in Wisconsin and at the national level.

3. Discussion of selected current issues in social welfare policy, featuring guest lectures by professionals involved in social welfare policy analysis and practice.

4. An introduction to alternative perspectives on the need for social welfare policy, the ethical responsibilities and values underlying a social work approach, and the scope and limitations of social welfare policy.

REQUIRED TEXTS, PODCASTS, and PRINTED READING MATERIALS

The primary sources for required readings and podcasts:


RECOMMENDED TEXTS


On-Library Reserve of all required and recommended texts

PODCASTS

WNYC Studios’ “On The Media” Presents “Busted: America’s Poverty Myths”
A Five-Part Series Exploring the Distorted View of Poverty in America and the Media’s Role in Framing the Issue. Presented in Partnership with WNET’s Chasing the Dream Initiative.

- Busted #1: The Poverty Tour*
  Welfare advocate Jack Frech has taken reporters on “poverty tours” of Athens County, Ohio, for years. But has media attention made any difference in the lives of the Appalachian poor? http://www.wnyc.org/story/poverty-tour/
Busted #2  **Who Deserves to Be Poor.**
The notion that poverty stems from a lack of will power and a poor work ethic is as old as America. Why that needs to be dispelled.

Busted #3  **Rags to Riches**
Novelist Horatio Alger codified the notions of upward mobility for the “deserving” poor.

Busted #4  **When the Safety Net: Doesn’t Catch You**
*On The Media* goes to a Columbus shelter to illustrate the fragility and accessibility of the nation’s “safety net.”

Busted #5  **Breaking News: Consumer’s Handbook: Poverty in America**
When reporting on poverty, the media fall into familiar traps. How to steer clear of stereotypes and seek insight.

- The Uncertain Hour: National Public Radio
  Episodes 1 -7

  The Uncertain Hour is an immersive docu-pod that reveals the uncertainties of our economy today: who deserves what and why? Host Krissy Clark dives deep into one topic each season, unpacking the things we take for granted as inevitable in our economy. Brought to you by the Marketplace® Wealth & Poverty Desk, the first season asks: 20 years after we "ended welfare as we know it" in the U.S., what is welfare today? Because sometimes the things we fight the most about are the things we know the least about. Retrieved from [http://www.npr.org/templates/story/story.php?storyId=476015630](http://www.npr.org/templates/story/story.php?storyId=476015630)

**D2L COURSE WEBSITE**
Class material will be available on the class web site. In addition to the text of the syllabus, links to assigned readings, and related documents, the web site will include:

- Announcements—class cancellations, new information, additional readings will be reported in this section.

**PLEASE NOTE:** No written assignments will be accepted as an email attachment.
All assignments must be in a **WORD** format.

All written assignments are due no later that the date specified. No late work will be accepted without penalty. **Late assignments will be assessed a late day penalty of ½ grade each day.** Exceptions can be made if you are ill (with physician’s certification), have a family emergency (also with written proof), or are excused beforehand due to an officially documented conflicting activity for which your presence is essential.
EVALUATION of COMPETENCIES and PRACTICE BEHAVIORS: 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 the instructor;
- Turn all cell phones off during the class
- No laptops, unless approved
- Complete all assignments required for the lectures
- Complete three of the four scheduled exams
- Exams are generally comprised of true/false, multiple choice, and short answers.
- Complete all four of the scheduled quizzes

There will be four exams which includes the final comprehensive exam. All exams will cover lectures, assigned readings on D2L, documentaries, and guest lectures. Please note that you are only responsible for taking three of the four exams, and ONLY three exams taken will be included in your final grade. You cannot take all four exams and drop your lowest grade.

PARTICIPATION GRADE

Every student is assigned to a group. Every group is assigned a week to discuss the readings/podcast/film assigned for the week. When it is your week to discuss the readings, you are required to sit in the front row. In addition, the week prior, you are required to have a discussion with your group members and write down your thoughts/ideas/questions in the discussion blog. You will be graded for completing both tasks. If you have any anxiety with speaking in front of the class, please see me for an alternative assignment.

Final grades will be calculated as follows:
- Three Exams: (15% each) (50% total)
- Quizzes (10% total)
- Policy Research (NYT): (20% total)
- Participation (10%)
- Attendance* (10%) *REQUIRED

PLEASE NOTE: Grades will not be available for at minimum two weeks after the paper was submitted or the test was taken. Individual requests for paper grades or test scores cannot be fulfilled.
GRADING SCALE:
Overall, the following is the minimum grade guaranteed for each score:

- **A**: 94 percent or above;
- **A-**: 90-93%;
- **B+**: 86-89%;
- **B**: 83-85%;
- **B-**: 79-82%;
- **C+**: 76-78%;
- **C**: 73-75%;
- **C-**: 69-72%;
- **D**: 65-68%;
- **F**: Less than 65%.

Depending on the distribution of grades, the instructor may adjust the scale to require a lower percentage for a given grade.

STUDENT ASSISTANT

Name: **James Oliver**
Office Hours: Thursday and Friday (1 p.m. to 3 p.m.)
Office: Room 1068, Enderis Hall
Office Phone: 414-229-1163
E-mail: **jsoliver@uwm.edu**

One of the primary jobs of the teaching assistant will be collecting your newspaper articles for policy research on social welfare topics which count as a part of your participation grade. The policynews research participation grade counts for **10% of your total course grade**.

We will evaluate your participation based on the following **requirements**:

Articles from the **New York Times, Washington Post, and the Los Angeles Times are accepted**. Each student will submit 4 articles regarding a social welfare policy issue.

A list of accepted categories is on the D2L site. Articles must have been published in the past week (for example, an article submitted on September 14th must have been published between September 6th and September 12th). **A maximum of one article per student will be accepted per week.**

Please be sure to put your name on the submitted article. The articles must be turned in during class time by the student who collected it. Articles turned in to the SA mailbox will not be accepted, nor will articles that are not from the **New York Times** newspaper.

Reminder: You **cannot** submit all four articles at one time. **The last date that we will accept a submission of a newspaper assignment will be April 25, 2018.**

The **New York Times, Washington Post, Los Angeles Times** can be accessed online at: [http://www.nytimes.com/](http://www.nytimes.com/) Some of the previously mentioned newspapers are available at the
UWM Library (Basement Level on the West side) in the current periodicals section, city libraries, newsstands, and selective coffee shops.

SUPPLEMENTAL INSTRUCTION (SI) (NWQ 1932)
Supplemental Instruction: Panther Academic Support Services (PASS) offers Supplemental Instruction (SI) review sessions for Social Work 206. Your SI leader will attend class and conduct 4 review sessions each week in NWQ 1932. She is also available for appointments, walk in times, and online to discuss your questions. In review sessions you will work together to master course content, better prepare for class, and study for exams.

SI Leader: Anya Sophia Nailen
Email: chesebro@uwm.edu

Appointment Availability:
Monday 2pm-3pm
Tuesday 11am-12pm
Tuesday 2pm-3pm
Wednesday 4:30pm-5:30pm

Tutor*: Wednesday 2pm-3pm
*also available upon request and availability

PLAGARISM
Plagiarism is presenting another person's words or ideas as your own. In academic writing, any time you use a work's information or ideas, credit must be given to your source. The only exception to this rule is that commonly known facts do not require attribution. Plagiarism includes not only the presentation of other's original ideas as your own, but the act of weakly paraphrasing another's writing style and passing it off as your own prose. Plagiarism is a serious instance of misconduct. Several professional careers have been ruined by the discovery of an act of plagiarism. As a general rule and whenever in doubt, it is always better to include a citation rather than risk the appearance of plagiarism. Please see the UWM Libraries guide Avoiding Plagiarism for more information at http://www.uwm.edu/Libraries/guides/style/plagiarism.html.

MAKE-UP POLICY
If a schedule conflict, illness, or other event prevents you from taking an exam, you are expected to contact the instructor immediately (e-mail is most reliable).
REGRADING POLICY

Procedure if you wish to dispute a grade.

1. Explain why you feel the grade is inappropriate. If you dispute a substantive point, document your point of view citing the text, reading, or lecture. If you interpreted the question differently from the way it was intended, explain your interpretation and why your answer is correct given that interpretation.
2. Explain what you believe would be a fair grade.
3. Explain your circumstances in one week after the grade is provided.

LEARNING ENVIRONMENT

Students may utilize the Helen Bader School of Social Welfare, student computer laboratory on the 10th floor while registered for this or any other social work course. Information regarding participation by students with disabilities, accommodations for religious observances, academic conduct, complaint procedures, grade appeals procedures, sexual harassment policy, safety policies and other standing policies/procedures is available in the Social Work Student Handbook and at the reception desk for the School of Social Welfare, 11th floor Enderis Hall.

UNIVERSITY POLICIES:

The University of Wisconsin-Milwaukee has developed policies related to a variety of areas that are pertinent to the success of a students’ academic career. The Secretary of the University Web site (http://www4.uwm.edu/secu/facdocs/1895B.pdf) describes the following University policies on:

- Students with disabilities
- Religious observances
- Students called to active military duty
- Discriminatory conduct:
  - Academic Misconduct:
  - Complaint procedures:
  - Grade Appeal procedures.
- Drop/Withdrawal/Repeat Policies
- Dealing with Stress (contact Norris Health Center, 414-229-4716)

FINAL EXAM

The comprehensive final exam will be offered, May 16th (online) as shown in the University Timetable.
CLASS SCHEDULE AND ASSIGNMENTS:
Generally, reading assignments are from the required text (Iceland), and from the D2L website. Additional reading materials may be assigned as the subject becomes relevant and timely. You are expected to read the material before class. It will be part of our weekly discussion. The class web site syllabus will be updated regularly to include links to any additional readings.

Week 1
January 24, 2018
Course Overview and Introduction to Social Welfare Policy
Discussion of Syllabus and Class Expectations
Defining Policymaking, Poverty, and Inequality
Schoolhouse Rock: I’m Just a Bill
Documentary: Poverty in America
- What is civics?
- Who makes the laws in the United States?

What is social welfare policy and why is it so complex?
How does where you live affect your life expectancy?
What is the policy? an executive order or law.
Poverty isn’t a lack of character, it’s a lack of cash
Rutger Bregman – TED Talk

Week 2
January 31, 2018 (GROUP 9)
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
- Blocks Grants vs Categorical funding of Social Welfare Programs

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?

A Snapshot of Social Mobility in America
Is America Dreaming? Understanding Social Mobility (You Tube)
Richard Reeves
Brookings Institute, Center on Children and Families (August, 2014)
*What role does race play in the context of poverty and inequality?
Reading:


7 questions about block grants
http://www.vox.com/2014/7/25/5930699/block-grants-explained

Week 3 (GROUP 6)
February 7, 2018 (Guest: Linda Kopecky, Head Research Services – UWM Libraries)
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.

Film and Video:
Government Shutdowns, Explained (VICE – HBO)

Readings:


Week 4 (GROUP 7)
February 14, 2018
Exam Review for Exam One.

Podcast: An Uncertain Hour (National Public Radio)
Listen: Introducing ‘The Uncertain Hour’ and (01) “The Magic Bureaucrat”
Total: 44 minutes and 27 seconds

**QUIZ ONE (online) February 15 – February 18**
February 16, 2018: Last Day to Drop full-term courses without “W” on record

**Week 5 (GROUP 12)**
February 21, 2018
Theories of Poverty
Why are the Poor, Poor?

Understanding the rationale for how policy framers explain poverty is pivotal. We will examine the major theories suggesting explanations for observed poverty. Synthesizing the theories and data will help us to come to our own understanding and, therefore, be in a position to thoughtfully view current policy options.

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)

Structural forces drive poverty and inequality
- Belief: Structural inequities (discrimination, entrenched corporate power, 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.

Readings:


**EXAM ONE – February 22 - 25 (online) D2L site**
Week 6 (GROUP 5)
February 28, 2018
Poverty Defined
Questions related to the topic:
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?

Frequently Asked Questions about Poverty
http://aspe.hhs.gov/poverty/faq.shtml
- Who was poor in 2016? (updated information available late September)
- Poverty Thresholds and Poverty Guidelines
  poverty thresholds are used for administrative purposes.
  poverty guidelines are used for determining financial eligibility for certain federal programs.
  http://aspe.hhs.gov/poverty/papers/hptgssiv.htm
- Key Terms and Definitions
  https://irp.wisc.edu/faqs/faq2.htm

Supplemental Poverty Measurement

Wisconsin Poverty Report: A Short Summary (June, 2016)

Readings:


Podcast: An Uncertain Hour (National Public Radio)
Listen: (02) White gloves, aluminum cans and plasma
Total: 34 minutes and 01 seconds
Week 7 (GROUP 10)
March 7, 2018
The U.S. Safety Net: What We Provide and For Whom?

**Documentary: Paycheck to Paycheck: The Life and Times of Katrina Gilbert**
This section of the class 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 goals, the major provisions of the policy as how well the policy met its intended goal.

The term Social Safety Net is also used in a broader context to mean any program that provides benefits to individuals or families. This broad definition includes Social Security, Medicare and Unemployment. In this context the Social Safety Net is made up of both contributory and non–contributory Programs. In order to receive Social Security and Medicare, Americans must pay into the programs for years. This is also partially true with unemployment but with the extension of benefits in recent years the program is now in large part non-contributory. [http://federalsafetynet.com/safety-net-programs.html](http://federalsafetynet.com/safety-net-programs.html)

To understand our social welfare state requires 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?
- What are the income or asset tests to determine eligibility?

Categories of social safety-net programs:
**Universal or entitlement programs:** Social Security, Medicare, Unemployment Insurance, Workmen’s Compensation.

**Means-tested cash programs:** Temporary Assistance for Needy Families (TANF); Supplemental Security Income (SSI); Earned Income Tax Credit (EITC); **Means-tested, “near cash” or in-kind benefits:** Supplemental Nutrition Assistance Program (formerly known as Food Stamps), Women, Infants, and Children (WIC program), Medicaid, and Head Start

**Readings:**

The Committee on Ways and Means is the oldest committee of the United States Congress, and is the chief tax-writing committee in the House of Representatives. The Committee derives a large share of its jurisdiction from Article I, Section VII of the U.S. Constitution which declares, “All Bills for raising Revenue shall originate in the House of Representatives.”

Revenue-related aspects of the Social Security system, Medicare, and social services programs have come within Ways and Means purview in the 20th century.

Week 8 (GROUP 1)
March 14, 2018
The U.S. Safety Net: What We Provide and For Whom?
Social Insurance or Entitlement Programs:
  - Old Age, Survivors, and Disability Insurance (OASDI)
  - Medicare
  - Unemployment Insurance
  - Affordable Care Act

Guest Lecturer: Caroline B. Gomez-Tim, MSW, Navigator Program Manager.

Readings:

Will Social Security Still Be There?
National Academy of Social Insurance (August, 2015)*

Social Security Finances: Findings of the 2016 Trustees Report
Social Security Brief No. 45
National Academy of Social Insurance
(July, 2016)
https://www.nasi.org/research/2016/social-security-finances-findings-2016-trustees-report

Medicare
Medicare Finances: Findings of the 2014 Trustees Report
Health Policy Brief, No. 11
National Academy of Social Insurance
(July, 2014)

Unemployment Insurance
The Current State of Unemployment Insurance: Challenges and Prospects
Unemployment Insurance Brief, No. 3
National Academy of Social Insurance
(April, 2016)

SPRING BREAK – March 18 – 25, 2018

Week 9 (GROUP 8)
March 28, 2018
The U.S. Safety Net: What We Provide and For Whom?
The “Deserving Poor” Program: Supplemental Security Insurance (SSI) and Social Security Disability Insurance (SSDI)

Readings:


QUIZ TWO (online) March 29 – April 1, 2018
April 8, 2018: Last day to drop or withdraw from full-term classes a “W” on your academic record.

Week 10 (GROUP 11)
April 4, 2018
The U.S. Safety Net: What We Provide and For Whom?
Public Assistance or Residual Programs

Public Assistance or Residual Programs:
• Temporary Assistance to Needy Families (*not an antipoverty program)
• Medicaid
• Supplemental Nutrition Assistance Program
• Earned Income Tax Program (*not an antipoverty program)

Readings

The Uncertain Hour: Listen to Episodes 3 to 7
Total Time: 2 hours and 35 minutes (Podcast)
Week 11 (GROUP 4)
April 11, 2018
The U.S. Safety Net: What We Provide and For Whom?
Public Assistance or Residual Programs

Readings:


Veterans Services
Guest Lecturer: Albert Holmes, CEO for My Fathers House (confirmed)

EXAM TWO (online) Friday, April 12 – Sunday, April 15

Week 12 (GROUP 2)
April 18, 2018
The U.S. Safety Net: What We Provide and For Whom?
Child Welfare
Some children are forced to cope with upheaval and problems at home, such as abuse and neglect. Even in the United States, one of the most advanced countries in the world, some children still want for even the most basic of necessities, including food, shelter, health care, and appropriate clothing. Child welfare social work is a field of social work that involves making sure children’s needs are taken care of. First and foremost, professionals in this field should keep the best interests of all children in mind.

Readings:

Week 13 (GROUP 3)
April 25, 2018
The U.S. Safety Net: What We Provide and For Whom?
Child Support
Child Support Enforcement (OCSE)
The child support program was established in 1975.
**Reason it was Formed**
Congress began the child support program to reimburse benefits paid by the government’s welfare programs. Congress changed the program in 1996 as part of the new welfare reform laws to expand the role of technology and ensure children receive more of the support paid by their parents. Today, the child support program has emerged as a family support program providing significant income for vulnerable families. (Office of Child Support Enforcement definition, 2015)

**Readings:**


**Child Welfare Services**
Guest Lecturer: Roberta Reick, Attorney for a Legal Services Corporation (confirmed)

**QUIZ THREE (online) April 26th – April 29th**

**Week 14**
**May 2, 2018**
**Evaluating Social Welfare Programs and Wrap - up**
How do we know if the programs/policies are effective?

**Readings:**


**QUIZ FOUR (online) May 3 – May 6**
Recommendations and Specific Instructions for Taking On-line Quizzes and Exams

Once you start a quiz, you will have at minimum 20 minutes to complete it; you may be given more than one attempt for each quiz and you will get your highest quiz score. You will have at minimum 2 hours to complete an exam and you will get only one shot at each exam. It is important that you read the following instructions and recommendations carefully before starting the exam. Keep a copy near you while taking the quiz or exam.

1. **DO NOT use a wireless connection.** It is highly recommended that you take online quizzes or exams using a campus computer. If you must take the quiz or exam off campus, make sure you have a high speed connection (e.g., Roadrunner, DSL or equivalent).

2. **Use Internet Explorer or Mozilla Firefox as your browser.**

3. **Close all programs and windows before you open a quiz or Exam.**

4. **Turn off your browser's POP-UP Blocker** before starting a quiz or exam so that you will be able to access links in some of the questions. The help desk (229-4040) can help you do this if you do not know how already.

5. Print out and read/re-read these instructions again if needed and when you are ready to begin, click **Start Quiz**.

6. The questions may be grouped so that only a few appear at a time. **Save each question after answering it.** Before submitting your exam you can move back and forth between the screens. If you revisit questions, remember to re-save any changed answers.

7. **Use the D2L quiz controls to move between question screens.** Do not use your browser (e.g., Mozilla Firefox, Explorer, Chrome, Safari…) controls.

8. **Do not take a break or try to browse to other internet sites during quizzes or exams.** If you do, you risk slower performance or losing your connection before you finish the exam.

9. Exams and quizzes are ‘open book’, but you won't have time to look up answers to every question. **Recommendation:** answer all questions you can without the book. Then use the text or other hard copy sources to help answer the questions you are unsure about.

10. You can take quizzes and exams with classmates. Since all quizzes or exams have a different set of questions, you will have limited time to discuss the questions with them. Save your discussions for the last few minutes just before you submit the quiz or exam.

11. After checking over your answers, remember to **Submit Quiz** when you are finished.

12. **IMPORTANT:** If your computer freezes or you lose your connection while taking the exam, click the upper right ‘x’ to **quit the program without logging out.** Then re-open your browser and log in to D2L again, click on Quizzes again and then on the exam.
You will be allowed to 'Continue' the exam and save your responses. You may do this as often as needed.

Using UW-Milwaukee Desire2Learn (D2L) course web sites

Materials for this course are available on a Desire2Learn (D2L) course web site. You may see these materials there

**Recommended browsers:** For a PC-compatible computer, use either Internet Explorer or Firefox. For Apple (Mac) computers, it is best to use Safari or Firefox. Be sure your browser also has “Sun Java Runtime Environment” (Java-scripting) enabled for a recent version of Java. (If you have any questions about these requirements, contact the UWM Help Desk, as described at the bottom of this page.)

In order to find and browse the D2L course web site:

1. Open your web browser and go to the UWM home page: [http://www.uwm.edu](http://www.uwm.edu) *(OR go directly to the D2L login page at [http://D2L.uwm.edu](http://D2L.uwm.edu) and skip to #3 below).*

2. From the UWM home page, click on the dropdown menu, and select **D2L Course Access**.

3. On the Desire2Learn **Welcome** screen, you will see a location to enter your **Username** and **Password**.

4. Type in your ePanther **Username** *(your ePanther campus email, but without the “@uwm.edu”).* Hit the [Tab] key on your keyboard, or use the mouse to click in the box next to **Password**.

5. Type in your ePanther **Password**. Then hit [Login].

6. On the **MyHome** screen, find the area called **My UW-Milwaukee Courses**. You’ll see your active courses here, arranged by Semester, with the newest semester at the top.

7. Click on the title of any course to go to the course’s Course Home page. Click Content in the navigation bar to begin exploring the site.

8. If you have any difficulty getting into the course web site, please close down your web browser completely and open it up again. Then try logging on again, using the instructions above. If you do not know your ePanther username or password, please get help as indicated below.

9. When you are finished looking around your D2L course sites, always click on **Logout**. This is especially important if you are in a computer lab. Otherwise, the next person who uses the machine will be using *your* D2L account!

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**What to do if you have problems with Desire2Learn (D2L)**

If you have problems with your login (e.g., you forgot your password, or if you just can’t get on) or if you run into any other difficulties with D2L, help is available from the UWM Help Desk. You may do one of the following:

- Send an email to [help@uwm.edu](mailto:help@uwm.edu)
- Call the UWM Help Desk at 414.229.4040 if you are in Metro Milwaukee (or just dial 4040 on a UWM campus phone).
- Go to Bolton 225 (this lab is not open all day or on weekends – call 414.229.4040 for specific hours)
• If you are calling from outside the 414 or 262 area codes, but from within the USA, you may call the UWM Help Desk at 1.877.381.3459.  (revised 09/16)