Instructor: David J. Pate, Jr., Ph.D., AM
Class meeting time and location: Tuesdays: 1:00 p.m. to 2:50 p.m.
Enderis Hall, Room 109
E-mail: pated@uwm.edu (response within 48 hours)
Instructor office and phone number: Enderis Hall, Room 1077
414-229-6038
Office Hours: Tuesdays after class and by appointment

CATALOGUE DESCRIPTION:
This course is an advanced level analysis of policy issues the relationship between selected problem areas, poverty, policy development and social service systems.

COURSE DESCRIPTION:
SW851 fulfills the policy and services course requirement for the Child and Family concentration. The course provides an overview of the social services and policies that address the needs of children, youth, and families in the U.S. and explores the role of these policies and services in the context of the formal and informal systems that affect these populations. Students will develop skills for assessing the strengths and weaknesses of these services and policies, for identifying, analyzing, and evaluating their intersections, and for understanding their effects on children, youth, and families. While the course will primarily focus on the U.S., it will touch upon international comparative issues, in order to set a larger context in which to consider U.S. child and family services and policies.

COURSE OBJECTIVES:
The Social Work Programs at UWM focus on metropolitan social problems with a commitment to social and economic justice, cultural diversity, and empowerment of individuals, families, groups, organizations and communities to effect change. The goal of the MSW program is to educate and train social work practitioners who demonstrate the values and ethics of the profession and who are competent for specialized practice and scholarly pursuits at the MSW level. Social work professionals require a capacity for advanced level analysis of the relationships between social issues, policy development and implementation of policy responses.
### III. Objectives, Core Competencies and Practice Behaviors

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
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<tbody>
<tr>
<td>2.1.2: Apply SW ethical principles to guide professional practice</td>
<td>*Weighing values, principles of ethical decision-making and the NASW code of ethics in order to address ethical dilemmas</td>
<td>Midterm Reflection Papers</td>
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| 2.1.3: Apply critical thinking to inform and communicate professional judgments | * Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.  
* Analyze models of assessment, prevention, intervention and evaluation. | Midterm Reflection Papers |
| 2.1.4: Engage diversity and difference in practice | * Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. | Midterm Reflection Papers |
| 2.1.5: Advance human rights and social and economic justice | * Understand the mechanisms of oppression and discrimination.  
* Engage in practices that advance social and economic justice. | Midterm Reflection Papers |
| 2.1.6: Engage in research-informed practice and practice-informed research | * Critically evaluating and utilizing theoretical and empirical research relevant to the problems and/or populations addressed. | Midterm Reflection Papers |
| 2.1.7: Apply knowledge of human behavior and the social environment | *Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation | Midterm Reflection Papers |
| 2.1.8: Engage in policy practice to advance social and economic wellbeing and to deliver effective social work services | *Analyze, formulate, and advocate for policies that advance social well-being  
*Collaborate with colleagues and clients for effective policy action. | Midterm Reflection Papers |
| 2.1.9: Respond to contexts that shape practice | * Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services | Midterm Reflection Papers |
| 2.1.10: Engage, assess, intervene, and evaluate with groups, organizations and communities | * Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities  
*Select appropriate intervention strategies. | Midterm Reflection Papers |
The main objectives of this course are:

1) furthering the student's knowledge about the problems of populations-at-risk that might be lessened by policy intervention;
2) furthering the student's knowledge about the content, and structure of social welfare policies, programs, and services in the U.S, focusing on furthering the student's knowledge about income support policy and increasing the student's understanding of the way income support policy interacts with other social policies and affects other social problems;
3) furthering the student's knowledge about the effects of U.S. social policy, including the role of social policy in helping or deterring people in the maintenance or attainment of optimal health and well-being and in facilitating or hindering social inclusion;
4) increasing the student's skills in policy analysis through a framework for analyzing policies in light of principles of social and economic justice;
5) furthering the student’s understanding of distributive justice, human and civil rights, and the global interconnectedness of oppression;
6) furthering the student's understanding of the policy-making process, developing a commitment to policy advocacy, and sharpening the student’s skills to effectively advocate for nondiscriminatory, respectful, and culturally-sensitive practices in social and economic systems.

IV. Expectations:
Students are expected to attend class weekly and be prepared to participate in class discussion. In addition, Paired students will assume responsibility for leading class discussion once during the semester for that week’s readings.

V. Learning Environment:
Students may utilize the student computer laboratory 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 and procedures is available in the Social Work Student Handbook and at the reception desk for the School of Social Welfare, 10th floor of Enderis Hall.

VI. Use of Technology in Classroom
You are not allowed to use a cellphone, laptop, or tablet in this class. You may use a tablet or laptop after a consultation with the professor and the decision has been made that the use of a computer contributes to your learning. This class is discussion based. This means that all students are expected to actively listen to one another in order to participate in classroom activities. If you are unable to contribute to the discussion or are otherwise distracted by your computer, cell phone, or table, I will ask you to refrain from using it in class. If you have any questions or concerns, please be in touch with me.
VII. 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
- Incompletes:
- Discriminatory conduct:
- Academic Misconduct:
- Complaint procedures:
- Grade Appeal procedures

IX. Teaching Method/Format:
The major teaching method is primarily discussion and lecture. Throughout the course, there is use of an interactive/experiential method of teaching. This means actively encouraging students to engage questions experientially, e.g., setting the stage to understand theoretical or conceptual concepts, perceptions, and research by first engaging their own lives, experiences and meanings on neutral issues. Students are encouraged to volunteer to share their responses, to listen carefully to what other students share, to contemplate the points of difference, and thus become more aware of how much our environmental experiences determine, not only how we view phenomena and our ability to take different perspectives, but even our understanding of meaning. This is crucial to learning in order to truly understand diversity and work in a multicultural society.

X. Text, Class Session Topics and Readings

There are no required texts for this course:

Recommended Text:

*especially recommended as a text for anyone with no prior class in social welfare policy.


**Referenced Text:**


Your reading materials will be available on CANVAS for the course. Students are also required to search out and read supplemental material pertinent to their specific assignments.

Because the field of social policy is dynamic, and because my assessment of what each class needs depends on factors that I cannot predict in advance, the required readings may change somewhat; changes will be announced by email and on CANVAS.

**EXPECTATIONS:**

Students are expected to:
- attend class each session, actively participating in the in-class exercises and discussions. If you cannot attend class, you are responsible for knowing what occurred and for getting any handouts.
- read critically (and think about) all required assignments before coming to class,
- 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).
- inform the instructor during the first week of the semester of any special accommodations needed for meeting class expectations (as approved by the Student Accessibility Center);
- be respectful of the instructor and other class members--a diversity of views and opinions may be articulated during discussions. Respect includes cell phones being turned off and laptops being used in class only for taking notes.

The instructor is expected to:
- Assure that course objectives are being met;
- Hold regular office hours and be available to students to answer questions through emailed correspondence;
- Give reasonable guidance on preparing for the exams and on other assignments;
- Be open to discussing concerns about the course.
Evaluation Mechanisms

Four assignments contribute to your grade. Not attending class can lower your grade; active participation can increase your grade if you are on the margin. Late papers will be penalized and may not be accepted. Missing the midterm without pre-approved permission will nearly certainly cause you to receive a zero. **NO INCOMPLETES WILL BE GIVEN FOR THE CLASS.**

**Midterm:** One midterm will be given. (Rationale: There is a body of knowledge on this topic that I believe social workers should know, and an examination is one way to encourage you to “nail down” the knowledge base and a way for me to evaluate what you have

**Class Leadership/Participation:** This is a discussion with the professor and the class on the readings for the week. It is the assigned leaders’ opportunity to present additional reading material to complement the reading material for the week.

**Course Evaluation (%) of final grade:**
- Class Leadership and Participation (25%)
- Midterm Exam (30%)
- Reflection Papers (2) (30%)
- Social Welfare Policy Paper (15%) for 3 credit students

Class Leadership and Participation (25%)
Midterm Exam (30%)
Reflection Papers (3) (45%) for 2 credit students

**Class Leadership Day(s) will be assigned the second week of class.**

**CANVAS Course Website**
Class readings will be available on the class web site at www.uwm.edu

*Please Note: Students must submit all written assignments on CANVAS at www.uwm.edu

No written assignments will be accepted by email or paper copy.*

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.

Required readings will be made available on CANVAS. There may be additional handouts of required reading in class.
GRADING
A = 100-94 Outstanding, surpasses expectations in all areas
A- = 93-90 Surpasses expectations in many areas
B+ = 89-87
B = 86–83 Meets expectations
B- = 82-80 Meets expectations in some areas but is below expectations in others
C+ = 79–77 Below expectations in all areas, not acceptable graduate level work
C = 76-73
C- = 72-70 Clearly unacceptable in all areas
D = 69-63
F = <63

Some comments on grading:
• You may appeal a grade on a particular exam or assignment, but you must do so in writing, support your position with substantive arguments, and do so within one week of when the exam or assignment is returned.
• I expect written portions of all assignments to be typed, spell-checked, proofed for grammatical errors, and well-organized. Points will be deducted from your grade for sloppy work. If you need assistance with your writing, the Campus Writing Center is available as a free resource to all students.
• Issues of academic misconduct 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.

Week 1: Introduction to social welfare policy (includes course overview and expectations, how to approach the course, definitions of social policy, and beginning discussion of why social workers should care about social welfare policy.)
• What is civics or a balance of power in government?
• What is poverty?
• What is inequality?
• Why should we care about the poor?

Week 2: Frameworks for understanding US social welfare policy. (September 11, 2018)
• What are the income security policies/programs?
• Who is poor?
• How do you evaluate if programs are working to help the poor?

Required Readings:

Week 3/4: Measuring Poverty and Understanding the policy and practice of social welfare programs. (September 18 and September 25)

**Groups 3/5**

**Required Readings:**


*Under the RESOURCES section in CANVAS Review the Poverty Factsheet (2017) and the Census Bureau (Poverty Data Slides) 2016

**Recommended Readings:**


*October 1, 2018 Last Day to Drop without a “W” on record

Week 5: Freedman’s Bureau (First Social Welfare Program) and Current Income Supports (October 2)

**Group 2**

**Required Readings:**


**Recommended Readings:**

Week 6: Context: A focus on income support policy, trends in social welfare spending, and US in global context (October 9)

**Group 4**

Listen to Podcast (NPR) The Poverty Tour WNYC [On the Media]

**Required Readings:**
Week 7: MIDTERM  (October 16th)

Week 8: Reassessing A Culture of Poverty? (October 23th)  **Group 1**

Week 9: Native Americans and the Social Welfare System (Lea Denny, Guest Lecturer)  
October 30th  **Group 3**

Week 10: Access to Housing (November 6th)  **Group 5**

*readings on CANVAS (for weeks 10 to 14)

Week 11: Affordable Care Act or Bust?  (Caroline Gomez, Guest Lecturer)  November 13th  **Group 2**

Week 12: Child Welfare (November 20th)  **Group 4**

Week 13/14: Mass Incarceration and Social Welfare Policy  
(November 27th and December 4th)  
**Groups 1/3**

Week 15: Wrap Up and Evaluation

**FINAL EXAM DUE ON DATE (BY UNIVERSITY POLICY)**  
Date: Saturday, December 15, 2018*

V. Evaluation of Student Outcomes: Expectations, Evaluation Methods, and Course Grades

**Expectations**

Students are expected to:
- Attend class each session, actively participating in the in-class exercises and discussions. If you cannot attend class, you are responsible for knowing what occurred and for getting any handouts.
- Read critically (and think about) all required assignments before coming to class.
- 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).
- Inform the instructor during the first week of the semester of any special accommodations the student believes will be needed for meeting class expectations. A copy of the VISA from the Student Accessibility Center (SAC) must be given to the instructor within the first two weeks of the semester so that any needed accommodations can be made. Accommodations will not be made without a VISA.
- Be respectful of the instructor and other class members—a diversity of views and opinions may be articulated during discussions. Respect includes cell phones being turned off and laptops being used in class only for taking notes.
The instructor is expected to:

- Co-create a classroom environment that facilitates learning.
- Assure that course objectives are being met.
- Clarify the relationship between the “contract” (syllabus) and policy practice skills.
- Hold regular office hours.
- Be available to address student questions through emailed correspondence.
- Give reasonable guidance on preparing for the exams and assignments.

REFLECTION PAPERS

The First Reflection Paper should not be less than 4 pages nor more than 6 pages
(Due: October 1, 2018)

For this assignment you should choose two readings from the syllabus – anything assigned in the syllabus between September 4 and 26. In the paper, you should formally and critically evaluate (not simply summarize) what you have read and respond with your own perspective by discussing the following:

- What is the main point of the text? (2 points)
- What insight did you gain about people’s lives from this reading? (2 points)
- What issue(s) about race, gender, or ethnicity did the material raise for you as the reader? (2 points)
- Overall, how would you (not the author), explain any implications for social work practice or policy based on this reading? Be specific. (9 points)

Second Reflection Paper

Consider your future in social work. This option calls for a reflective analysis of your previous ideas about race and inequity, current knowledge gained on policy and the future application of that learning.

You are to submit a four to six page, double-spaced typed paper responding to in the agency or organization. (Due: November 13, 2018)

- Reflect on your own ideas about race, ethnicity and systems of power and inequality. (4 points)
  - From your past, where did your ideas about these issues come from?
  - How have your life experiences influenced your views on these issues?

- What new learnings and insight have you gained about systems of power and how marginalized people live within such systems that changed those previous views. Talk about how your understanding of these issues have changed from what you were taught or what you understood before. Be sure to draw from at least three (3) sources covered
by the required reading, and at least one (1) outside sources to illustrate your discussion. - (7 points)

- Describe how these insights will inform your future social work practice. How will you interact with and relate to people? How will your better understanding of their lives and experiences help you support them in their goals and plans? - (2 points)

- Clarity and depth of thought - (2 points)

Final REFLECTION PAPER (Due: December 15, 2018)

Purpose:
Choose an interesting and pertinent social problem issue(s) or policy relevant to the topics that we discussed in class this semester.

First, you will analyze and evaluate a recent social problem issue happening in society that calls for an analysis of how systems of inequality or inequity based on race, class, or gender or sexual orientation impacts or precipitates the event or issue. read and analyze and secondly, by pointing out the issue of systemic inequality that you find, please elaborate on the topic with what you have learned in the course. Choose a policy or develop a policy to alleviate the social problem. The questions below are required to be answered in this process:

1. Describe the issue(s), event, or policy you want to focus on (one or more) (3 points)
2. Where does the inequity or discrimination show up in the situation? (3 points)
3. How are people impacted (without the policy)? (3 points)
4. Does the writer or presenter of the story focus on or describe any of the issues you see as relevant to structural inequality. (3 points)
5. As a social worker how might you encounter individuals and families who have been impacted by the issues raised by the issue, event, or policy you focus on here? (3 points)

Format:
The body of the paper is 7-10 pages maximum (not counting cover and reference pages). Your paper should be well organized with an introduction and conclusion, as well as written concisely with depth and a critical approach to the material. Use at least 3 citations from other sources.
SELECTED REFERENCES

Readings and Podcasts
1. Veterans Helped by Obamacare Worry About Republicans Repeal Efforts. (Source: NPR.org)
2. This Recovering Opioid User Worries that the GOP Health Bill Will Be Her Death Sentence (source: Mother Jones)
3. For Millions, Life Without Medicaid Services Is No Option. (Source: NYTimes.com)
5. Three numbers to understand the CBO report on Senate Republicans health-care bill (Washington Post: June 26, 2016: Amber Phillips)
9. A Powerful, Disturbing History of Residential Segregation in America (source: nytimes.com: June 20, 2017 write up on book The color of law)
11. Podcasts: The Uncertain Hour (date: August 17, 2016) explores the uncertainties of welfare.