I. COURSE DOMAIN AND BOUNDARIES

This course develops social work policy knowledge and practice skills. Main substantive areas include history of social work and social welfare policies and programs in the United States, social policy analysis, and social work policy practice skills for social justice and social change. Students understand how political and social conditions and values (or ideology) of a time are translated into the articulation of a social problem, the process of policy formulation, and the policy’s implementation. They learn to analyze social policy in light of principles of social and economic justice. They also learn the role of policy in helping people and the current pattern of provision of social services. Students become aware of issues and problems related to social welfare programs. Students learn how evidence is used and misused in the policy process. Thus, this is a knowledge- and skill-building course, essential to become a social worker with a basic knowledge underlying social welfare programs and policies, and skills to apply this knowledge in practice.

II. CORE COMPETENCIES AND PRACTICE BEHAVIORS

<table>
<thead>
<tr>
<th>EPAS Competencies (2015)</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
<td>C1</td>
</tr>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>C2</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
</tr>
<tr>
<td>Engage in Practice-Informed Research and Research-Informed Practice</td>
<td>C4</td>
</tr>
<tr>
<td>Engage in policy practice.</td>
<td>C5</td>
</tr>
</tbody>
</table>
III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity:** If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

*Student Handbook 2019*

**Accommodations:** If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

**Pronouns:** The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: [https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/](https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/)

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.
Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445. There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or
become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS

• All course readings will be provided.

VI. ROLE OF FACULTY AND STUDENTS

Class Attendance: You are expected to attend class. Please contact me as soon as possible if an emergency comes up or if you will be out of town during a scheduled class time.

Personal Positions: Each one of us has our own opinions and perspectives. In this class, I expect that you will share yours, as we all learn from each other. I, too, have opinions and perspectives that may differ from your own. You should feel free to state your opinions whether or not they
agree with mine. **Disagreement with my position on any particular issue will NEVER affect your grade.**

**Course Assignments:** Late assignments are not accepted (outside of emergency circumstances) and will be assigned the grade of zero. Please note both due dates and times of all assignments. If you turn in an assignment over five minutes late, it will be deemed to be late. Please plan on emailing me a copy of your assignment prior to the due date and time to ensure that it is not late. I do not allow rewrites, so please do not ask for one. Please contact me as soon as possible if you have a situation that requires special attention.

**Email:** Please check your email regularly. This is the primary way I will communicate with you outside of class.

**Writing Help:** Writing is a skill and good writing is required for the receipt of a high grade. Please visit the Writing Center to ensure the proper use of grammar, thoroughness of thought and clear expression of ideas.

**Instructor Availability:** If you would like to meet with me outside of class, please come to my office hours, make an appointment or send me an email. Email is your best resource for communicating with me.

**Preferred Name:** If you would like to use a name other than your legal name for the purposes of this course and your time at Brown, please let me know. Washington University recognizes that many students prefer to use names other than their legal ones to identify themselves. As long as the use of this preferred name is not for the purposes of misrepresentation, the university acknowledges that a “preferred name” can and should be used where possible in the course of university education and communication. This policy is limited to first names and not surnames or family names. The university will attempt to display preferred first name to the university community where feasible and appropriate and make a good faith effort to update reports, documents and systems accordingly. As such, the student’s preferred first name may be used in the university directory, communications (e.g., press release to hometown newspapers), class rosters and other documents, except where the use of official name of record is required. The student’s official name of record will remain unchanged in all university-related systems and reports. [NOTE: A preferred name will not be shown on certain records, including paychecks, payroll records, transcripts, enrollment verification, medical records, financial aid documents and other records which require use of an official name of record. Students who wish to change their official name of record must submit official documentation (e.g., court order, divorce decree) directly to the Office of the University Registrar and Human Resources, if also employed.]

**VII. ASSIGNMENTS AND GRADING CRITERIA**

**Assignments:**

There are three (3) written assignments for this course, all revolving around a policy that you choose. Since you will be working with this policy all semester, I would recommend that you choose one that you are interested in or serves a population with which you want to work. Please feel free to choose your policy from these broad fields:

- Health Care Policy
- Education Policy
- Criminal Justice Policy
- Income Security Policy
• Employment/Labor Policy
• Housing Policy
• Urban Development Policy
• Policies Affecting Oppressed Groups Based on a Distinguishing Characteristic (ADA, IDEA, ADEA, Title VII of the Civil Rights Act, etc.)
• Policies that Benefit the Wealthy (generally tax-based)

NOTE: Please do not choose the Earned Income Tax Credit (EITC) or The Equality Act, formerly the Employment Non-Discrimination Act (ENDA), as we will be discussing these in class.

Based on my grading rubric, as detailed below, I do expect correct grammar, spelling and overall thoroughness of thought, so please make sure your final products are polished.

Please make yourself familiar with the definition of plagiarism and do not engage in that practice. Plagiarism will not be tolerated and will result in a failing grade.

A. POLICY DEVELOPMENT PAPER

This paper will lay the foundation for your future papers as it will define the basics of your policy. For the first paper, please discuss:
(1) the scope and focus (issue/problem) of this policy;
(2) the legislative history and political process through which your chosen piece of legislation was developed;
(3) the values and ideologies on which the policy is based (as discussed in class); and,
(4) how well these values and ideologies are being met by the policy as written.

This paper should be five to seven, double-spaced pages, not including the References page or any appendices. This paper should use the APA referencing format, both for in-text and end of paper references. Please use headings and sub-headings to differentiate your paper sections.

Due Date: October 1 at the start of class.

Grade: 25% of your final grade

B. POLICY BRIEF

A policy brief is a document that outlines the rationale for choosing a specific policy change or course of action. It is written to a known audience, such as a legislator, an executive director or a coalition. A brief is not an academic paper, but rather provides a targeted audience with the exact evidence needed to take action.

This paper is not neutral in tone; rather, its purpose is to convince its audience to move in a new direction.

Your policy brief will be based on the policy analyzed in your first paper.
Based on the Gilbert and Terrell framework (as discussed in class), you will first determine the value choices in your policy regarding allocations, provisions, delivery and financing/funding. You will then choose ONE of those choices to be the basis of your policy brief. The other choices should not be mentioned in your brief unless applicable.

Based on that one value choice, your policy brief will contain the following sections:

(1) Executive Summary;
(2) Context and importance of the problem, including a brief historical basis for the policy and the current social and economic setting for the policy. This section should demonstrate, through statistics and other data, how the policy is operating today (what are the population(s) affected, what do they look like, how is the policy helping/harming them);
(3) Critique of the portion of the policy you would like changed. Include in this section a mention of the Gilbert and Terrell value choices made regarding this portion of the policy;
(4) The impact of this portion of the policy on the individual, group and structural levels.
(5) Issues of social justice or human rights raised by this section; and,
(6) Specific recommendations for changing this portion of the policy. Also address any financial concerns or other barriers to change, including groups/people who may oppose the new policy.
(7) Concluding remarks.

This brief should be no more than four pages. **Do not exceed the four page limit.** We will look at examples of policy briefs in class, but please note that headings, subheadings and bullet points are part of a policy brief. **You do not use APA citation methods for a policy brief.** We will discuss the citation method more in class.

**Due Date: November 19 at the start of class.**

Grade: 40% of your final grade

C. ADVOCACY PACKET

Your third assignment will be to design an advocacy packet to promote the policy change defined in your policy brief. Your advocacy packet will contain the following:

(1) Media Section:
   • Three Tweets to be used with a Twitter account;
   • One Letter to the Editor or Op-Ed regarding your proposed change; and,
   • A press release regarding your proposed change.
   **Extra points will be awarded if your Letter to the Editor or Op-Ed is published.**

(2) Community Organizing Section:
   • A specific plan to form a coalition around the policy change; and,
   • A Strategy Chart

(3) Lobbying Plan:
   • A professional fact sheet;
   • A list of which legislators you wish to lobby and why. Please be specific;
• Talking points to use while lobbying; and,
• A list of who you will bring to lobby with you and why you would bring them (if appropriate).

**Due Date: December 10 at the start of class.**

Grading: 25% of your final grade.

**Grading criteria for all assignments**
Grading is based on the quality of the work you turn in. If you have questions about how to do an assignment or wish to get feedback on your assignments, please make an appointment to see me. Once a grade is given, it will not be changed. Only individuals who do superior work will be assigned the grade of “A.” All written assignments should be written in accordance with the relevant citation style guidelines and employ correct grammar and spelling. If you need help writing or formatting your paper, please make an appointment with the Writing Lab to get assistance.

**All assignments are due at the start of class.**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of final grade</th>
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<tbody>
<tr>
<td>Policy Development</td>
<td>25%</td>
</tr>
<tr>
<td>Policy Brief</td>
<td>40%</td>
</tr>
<tr>
<td>Lobbying Packet</td>
<td>25%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
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<td></td>
<td>100%</td>
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</table>

**Grading Scale:**
94% -100 A
90%-93% A-
87%-89% B+
84%-86% B
80%-83% B-
77%-79% C+
74%-76% C
70%-73% C-
Below 70% F

**Grading Rubric**
Your papers will be graded using the following rubric:
40%--the quality of your analysis and the depth of understanding that you demonstrate
30%--the clarity of your expression, response to the questions posed and organization of your ideas
VIII. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Graded Assignment</th>
<th>Competencies</th>
<th>Dimensions Measured</th>
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<tbody>
<tr>
<td>Policy Development Paper, analyzing a social, economic or community welfare policy.</td>
<td>C2, C3, C4, C5</td>
<td>Knowledge, Values, Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Policy Brief, advocating for a specific social, economic or community welfare policy.</td>
<td>C1, C2, C3, C4, C5</td>
<td>Knowledge, Values, Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Advocacy Packet, supplying journalism materials, community organization and lobbying organization plans</td>
<td>C1, C2, C3, C4, C5, C6</td>
<td>Knowledge, Values, Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Class Participation</td>
<td>C1, C2, C3, C4, C5, C6</td>
<td>Knowledge, Values, Skills, Cognitive and Affective Processes</td>
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IX. COURSE OUTLINE

Week 1: August 27

Introduction to our Course

Required Readings: None

Week 2: September 3

History of Social Work and Touching Policy

Required Readings:


Week 3: September 10

I’m Just a Bill, Yes, I’m Only a Bill: How the U.S. Government Works

Required Readings:
• For basics of the U.S. government, see [http://usgovinfo.about.com/od/rightsandfreedoms/u/gov101.htm](http://usgovinfo.about.com/od/rightsandfreedoms/u/gov101.htm)
• The U.S. Constitution. Found various places online including [http://www.law.cornell.edu/constitution/constitution.overview.html](http://www.law.cornell.edu/constitution/constitution.overview.html)

**Week 4: September 17**

**What are We Talking About Again? Defining Social Welfare Policy**

Required Readings:

• 26 U.S.C. §501 et seq.
• Davidson, Adam (2013, January 8). Should We Tax People for Being Annoying? From [http://www.nytimes.com/2013/01/13/magazine/should-we-tax-people-for-being-annoying.html?_r=0](http://www.nytimes.com/2013/01/13/magazine/should-we-tax-people-for-being-annoying.html?_r=0)

**Week 5: September 24**

**Drawing Lines**

Required Readings:


Week 6: October 1

Required Readings:

Week 7: October 8
Do We Have to Talk about Politics? Yes!

Required Readings:
• McGregor, Shannon (2019, August 1). Are Google and Facebook Censoring Conservatives? The Problem is Bigger Than That. From https://www.washingtonpost.com/politics/2019/08/01/are-google-facebook-censoring-conservatives-problem-is-more-widespread-than-that/?utm_term=908c8e7d3111

More Political Readings May Be Added.
**Week 8: October 15**  
No Class Due to Fall Break

**Week 9: October 22**  
Allocations—Who?

Required Readings:


**Week 10: October 29**  
Provisions—What?

Required Readings:


**Week 11: November 5**  
Delivery—Where?

Required Readings:


Week 12: November 12
Financing and Funding—How?

Required Readings:
• The President’s Budget for Fiscal year 2020 (JUST SKIM SECTIONS). From https://www.whitehouse.gov/omb/budget

Week 13: November 19
Back to Politics—Getting Involved

Today we’ll be watching the film Can Mr. Smith Get to Washington Anymore?
Required Readings:
None

Week 14: November 26
How to Make Your Voice Heard

Required Readings:

Week 15: December 3
How to Lobby

Required Readings:
• How Should You Lobby Decision-Makers? From the ACLU at http://www.aclu.org/takeaction/general/18916res20030313.html

Week 16: December 10
Final Class

No Required Reading