



## **SWK 328.01B, 02B, 81B: Social Welfare Policy and Services**

### **COURSE SYLLABUS**

Campus Commerce and Dallas  
Building Henderson or Dallas, Classroom  
Class Day Tuesdays Commerce

### **INSTRUCTOR INFORMATION**

Instructor: **Tammy Sung, MSSW, LMSW**  
Office Location: **Henderson 310**  
Office Hours: **Mondays Dallas Campus 12-2:00 pm**  
**Tuesdays 9:30-11:00 am and 2:00-3:30 pm**  
Office Phone: **Cell Phone 254-247-6939**  
Office Fax:  
University Email Address: **Tammy.sung@tamuc.edu**  
Preferred Form of Communication: **email**  
Communication Response Time: **Within 2 business days**

Due to meetings or other job-related obligations, calling before driving in to meet during office hours is advisable. As requested, other office times can be scheduled in person or via Zoom. Please email to schedule those times.

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to [TELUS Health](#), a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.



## COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

### Textbook(s) Required:

Karger, H.J. & Stoesz, D. (2023). *American social welfare policy: A pluralist approach* (9th Ed.). Pearson. \1

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

### Software Required:

- D2L (in MyLeo)
- Microsoft Office

Access at: [Student Instructions to Sign Up Free for Microsoft Office](#)

### Optional Texts and/or Materials:

The instructor will provide supplemental reading/review materials.

## Course Description

This course provides an overview of social welfare policies and programs as the foundation of practice as social workers. The course emphasizes the role that social welfare policies play concerning social work, ethical values, and commitments in advancing human rights, as well as social, political, cultural, economic, environmental equity and justice. The students will be acquainted with the social policies in the U.S., the policy development processes, and the political philosophies and context that determine the policies adopted. The primary objective of the course is for students to examine and critically analyze social policies such as health, mental health, education, housing, income support, child welfare, criminal justice, and immigration, among others, and their impact at the micro, mezzo, and macro levels, particularly on oppressed populations. Through interactive assignments, students will also develop advocacy skills to advocate for culturally responsive, affordable, available, and accessible policies and programs. **Required:** Concurrent enrollment in SWK 322, 329, and 370 is required. Restricted to social work majors and social welfare minors.

## Relationship to Other Courses

This course is an integral part of the foundation sequence in the program. It is the first exposure to the social welfare institution, its policies and services, which is essential to an understanding of the generalist and advanced generalist courses, as well as field practicum courses. This course provides a further in-depth review of social issues and policy first introduced in SWK 2361, 2362, and 2389.

## STUDENT LEARNING OUTCOMES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Listed below are the competencies and associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

|   | Activity/Assessment  | Dimension         |
|---|--|-------------------|
| <b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>   |  |                   |
| Students will apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels | Mid-Term and Final Exams covering content from the course.<br><br>Policy Review assignment | Knowledge, skills |
| Students will engage in practices that advance social, economic, and environmental justice  | Policy Review assignment   | Knowledge, skills |
| <b>Competency 5: Engage in Policy Practice</b>  |  |                   |
| Students will identify social policy at the local, state, and federal level that affects well-being, service delivery, and access to social services    | Policy Review assignment   | Knowledge, skills |
| Students will assess how social welfare and economic policies impact the delivery of and access to social services                                      | Policy Review assignment   | Knowledge, skills |
| Students will apply critical thinking to analyze,   | weekly activities such as worksheets, discussions,   | Knowledge, skills |

The syllabus/schedule is subject to change.

|  | <b>Activity/Assessment</b>                                     | <b>Dimension</b> |
|--|--|------------------|
| formulate, and advocate for policies that advance human rights and social, economic, and environmental justice | or activities for evaluation.<br><br>Policy Review assignment. |                  |

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

In this course, you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, you will need the knowledge and skills to use Microsoft Word, PowerPoint, and Outlook Email. If you have any issues with using the various systems or software, you must contact support services and notify the Instructor of the technical issue.

### **Instructional Methods**

This course will be delivered via synchronous and asynchronous sessions via D2L. It will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments, including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities, and workshops may provide instruction during this course.

### **Face-to-Face Classes**

Students are expected to attend classes scheduled to meet Face-to-Face, reflecting the responsibility inherent in developing as a social work professional. Roll call will be taken regularly. Students are expected to be on time and prepared to participate when class begins, as well as, be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers, and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness.

For classes that meet once a week, students can be absent up to 2 times through the semester with no penalty. If **3 absences** occur, the overall grade will be **dropped 1 letter grade**. If **4 absences occur** (25% of the scheduled classes), the student will be **dropped 2 letter grades** or may result in failing the class.

### **Student Responsibilities and Tips for Success in the Course**

As a student in this course, you are responsible for engaging in active learning and reaching out to the Instructor if problems or challenges interfere with optimal learning. Communication is vital when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engagement with the Instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a receiver of knowledge and skills.
5. Actively participate in engagement activities, including live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.
7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

## GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

**Evaluation for the course grade is according to the following formula:**

| Criteria for Grading                                 | Value           |
|--|-----------------|
| Policy Review  | 100 pts.        |
| Weekly Worksheets/Assignments/Activities/Discussions | 120 pts.        |
| Mid-Term Exam  | 50 pts.         |
| Final Exam   | 50 pts.         |
| <b>Total</b>   | <b>320 pts.</b> |

*The syllabus/schedule is subject to change.*

## **Assessments**

### ***Policy Review (100 pts.)***

Students will conduct a review of a federal or state social policy or program being or previously implemented. Each student will deliver a 5-page policy assessment paper with at least **five relevant and reliable sources** at the end of the semester. This assignment focuses on identifying the *effectiveness* of the policy or program. Students will assess how well a policy or program ameliorated or eradicated the social problem of focus and recognize the extent to which the policy enhances the well-being or continue to oppress the target population. With this assignment, students will refer to the NASW Code of Ethics and use research and critical thinking skills to evaluate the selected policy or program. The paper must follow **APA style and format** according to the 7<sup>th</sup> edition of the *Publication Manual of the American Psychological Association*. The content, structure, and other specifications will be provided in the assignment rubric.

### ***Worksheets/Assignments/Activities/Discussions (10 pts. each)***

Students will complete **6** worksheets/assignments/activities/discussions corresponding to each chapter of the course textbook. These worksheets will facilitate learning and prompt engagement with the content and class discussion. Students will submit/upload the assignment to the appropriate submission folder in D2L on the date/time indicated by the instructor/course schedule. The worksheets with instructions will be available in the corresponding weekly folder.

### ***Chalk Project (50 pts) Two assignments***

This is a two-part assignment worth 50 points total. The first part of the assignment will be for the student to find a statistic that brings to light the problem and needs for the policy that they have chosen. For example, Did you know that Bell County has one of the highest incidents of child deaths at the hands of parents in the nation? This would be followed by a website that provides more information on the prevention of child abuse in Bell County. The students will bring this design and statistics to class and then later put them on the sidewalk with the class to draw attention to this topic. Points will be broken down into two areas. The paper is worth 25 points, and the drawing is worth 25 points. Points are awarded for spelling, creativity, grammar, and overall presentation.

### ***Mid-term and Final Exams (50 pts. each)***

Two exams will cover the chapters in the textbook. These exams will be M/C, T/F, and



some short answers. The specifics of the exams will be located within D2L.

## Due Date Policy

**No late papers will be accepted past the due date unless you communicated with me before the due date and had your excuse approved.**

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements:

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. The Instructor will respond to email queries within two business days.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may require the Instructor to modify it during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Ethical Behavior**

The School of Social Work expects all students to conduct themselves in an ethical, professional manner in the classroom and field settings consistent with the [NASW Code of Ethics](#).

### **University Code of Conduct**

Texas A&M University-Commerce has established standards of conduct to create and foster an environment that facilitates student learning and development. Students and university student groups are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and is consistent with the educational goals and mission of the university. This Code of Student Conduct ("Code") focuses on personal responsibility and accountability for students' actions and the impact those actions may have on the greater community. To access student academic and behavioral expectations for students refer to the [Student Guidebook](#).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>



## **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage (or copy/paste the following URL in your web browser: <http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>)

If a student believes the final grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in "[Student Appeal of Instructor Evaluation](#)" - [Procedure 13.99.99.R0.05](#).

## **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, see the following procedures:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)  
[Graduate Student Academic Dishonesty Form](#)

[Undergraduate Student Academic Dishonesty 13.99.99.R0.03](#)  
[Undergraduate Academic Dishonesty Form](#)

## **University Rules on Research**

Students involved in conducting research and/or scholarly activities at Texas A&M University-Commerce must also adhere to standards set forth in [University Procedure 15.99.03.R1 Ethics in Research, Scholarship, and Creative Work](#).

## **AI Use Policy**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that can generate text or suggest replacements for text beyond individual words, as determined by the course instructor.

Any use of such software must be documented. Undocumented use constitutes academic dishonesty (plagiarism).

Individual instructors may disallow the use of such software entirely for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided, the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. [Draft 2, May 25, 2023]

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)  
[Undergraduate Student Academic Dishonesty 13.99.99.R0.03](#)

## **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

## **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections to

community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

## **School of Social Work & Council on Social Work Education-Specific Policies**

### **Course Engagement**

*Final Evaluation and Grade Depends on both Classroom attendance and Participation:* Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes, and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with the Instructor, peers, and outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities may include but are not limited to, participation in live, synchronous virtual classes, attending a Face-to-Face course when appropriate, interacting with peers in posted discussions, and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement of the time set during a semester by the Instructor.

Instructors are experts in each course content area and set the standards for students to meet to successfully complete the course.

### **Student Conduct**

Students preparing to become professional social workers must adhere to the *University Code of Conduct*, *Department Code of Conduct* and the *National Association of Social Workers (NASW) Code of Ethics*.

## Department Code of Conduct

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern arises regarding academic and student conduct and/or professional preparation. When "a student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering that program" as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the [Academic and Professional Issues Committee](#).

Graduate Students have the right to appeal to the Graduate Dean according to [University Procedure 13.99.99.R0.39](#).

Undergraduate Students have the right to appeal to the Dean of the College of Education and Human Services according to [University Procedure 13.99.99.R0.41](#).

## APPENDIX A

### Policy Paper Review Guideline and Rubric (100 points)

#### GENERAL DESCRIPTION:

Students will conduct a review of a federal or state social policy or program being or previously implemented. Each student will deliver a 5-page policy assessment paper with at least **10 relevant and reliable sources** at the end of the semester. This assignment focuses on identifying the *effectiveness* of the policy or program. Students will assess how well a policy or program ameliorated or eradicated the social problem of focus and recognize the extent to which the policy enhances the well-being or continue to oppress the target population.

With this assignment, students will refer to the NASW Code of Ethics and use research and critical thinking skills to evaluate the selected policy or program. The paper must follow **APA style and format** according to the 7<sup>th</sup> edition of the *Publication Manual of the American Psychological Association*.

#### Guideline:

1. Each student will select an existing federal or state welfare policy or program that responds to a social problem.
2. Research
3. Write a minimum of **5 pages** (excluding the title and reference pages) with at least **sources** of information published in the last 10 years. The paper will be submitted in phases throughout the semester. The instructor will offer feedback on all the phases. Thus, the final paper submitted should result in a higher grade. **Important:** Organize the final paper according to the Rubric, from introduction to conclusion.
4. The instructor will publish the due dates in the Course Schedule in the Syllabus and in the course shell.

#### Phase 1:

- Submit a brief (2 paragraphs) describing the social problem and the policy selected.

#### Phase 2:

- Submit the description of the social problem and the population it impacts.
- Submit the description of the policy, goals, and provisions.
- Evidence of how the policy has alleviated or not the social problem.

**COURSE OUTLINE /CALENDAR**

|                               |  |  |
|-------------------------------|--|--|
| <b>Week 1</b><br>8/26<br>8/27 | <b>Introduction- Course Overview</b>   | <b>Syllabus Review</b>                               |
| <b>DAY 2</b>                  | <b>Research an area that you are passionate about and find a topic for your research assignment</b>  | <b>Turn in Topic via D2L</b>                         |
| <b>Week 2</b><br>9/2<br>9/3   | <b>Dallas NO Class due to Holiday</b><br><br><b>Commerce Review of 2362</b>  |  |
| <b>Week 2</b><br>Day 2        | <b>Turn in Topic for Policy Paper</b><br><b>This is the population that you care about and not the actual policy (10 points)</b>   | <b>Turn in Topic via D2L</b>                         |
| <b>Week 3</b><br>9/9<br>9/10  | <b>Library Presentation on Research</b>  |  |
| <b>Week 3</b><br>Day 2        | <b>Make an appointment with Emily from the Library to research policy</b><br><b>You have two weeks to complete this meeting</b><br><b>Complete the Drawing of Chalk Project and turn in via D2L (25 pts)</b> | <b>Chalk Project Due via D2L</b><br><b>9/15/2024</b> |
| <b>Week 4</b><br>9/16<br>9/17 | <b>Chapter 11 Public Assistance Programs</b>   |  |
| <b>Week 4</b><br>Day 2        | <b>Review Policy with Questions for an upcoming assignment</b>   | <b>Turn in Proof of Emily Davis Meeting</b>          |
| <b>Week 5</b><br>9/23<br>9/24 | <b>Chalk Project Day (25Pts)</b>   |  |
| <b>Week 5</b>                 | <b>Write up on Policy Questions for Paper (10 points)</b>  | <b>Questions DUE via D2L</b>                         |

*The syllabus/schedule is subject to change.*

|                                    |   |                                  |
|------------------------------------|---|----------------------------------|
| <b>DAY</b><br>2<br>2               |   |                                  |
| <b>Week</b><br>6<br>9/30<br>10/1   | <b>Chapter 12</b><br><b>American Health Care System</b>                         |                                  |
| <b>Week</b><br>6<br>Day 2          | <b>Finish the Movie “Damaged Care.” Complete Questions on Movie (10 points)</b> | <b>Turn in Questions via D2L</b> |
| <b>Week</b><br>7<br>10/7<br>10/8   | <b>Chapter 13</b><br><b>Mental Health and Substance Abuse Policy</b>            |                                  |
| <b>Week</b><br>7<br>Day 2          | <b>Mental Health and Substance Policy Assignment (10 pts)</b>                   | <b>D2I Assignment Due 10/13</b>  |
| <b>Week</b><br>8<br>10/14<br>10/15 | <b>Chapter 14</b><br><b>“Criminal Justice System”</b><br>Review for Exam        |                                  |
| <b>Week</b><br>8<br>Day 2          | <b>Exam 1</b>   |                                  |
| <b>Week</b><br>9<br>10/21<br>10/22 | <b>Exam I Due on 10/27/2024</b>   |                                  |
| <b>Week</b><br>9<br>Day 2          | <b>Exam Due 10/27/2024</b>  |                                  |

|                                  |   |                                      |
|----------------------------------|---|--------------------------------------|
| <b>Week 10</b><br>10/28<br>10/29 | <b>Chapter 15</b><br><b>“Child Welfare Policy”</b>  |                                      |
| <b>Week 10</b><br><b>Day 2</b>   | <b>Timeline of Child Welfare Policy (10pts)</b><br><b>Due Nov 3</b>   | <b>D2L assignment due Nov 3</b>      |
| <b>Week 11</b><br>11/4<br>11/5   | <b>Watch Election Results and write one page of how the election will impact social work policy for the next 4 years (10 pts)</b>     |                                      |
| <b>Week 11</b><br><b>Day 2</b>   | <b>Assignment as Above</b>  | <b>D2I Assignment Due 11/10/2024</b> |
| <b>Week 12</b><br>11/11<br>11/12 | <b>Chapter 16</b><br><b>“Housing Policies”</b>  |                                      |
| <b>Week 12</b><br><b>Day 2</b>   | <b>Work on Policy Paper</b>   |                                      |
| <b>Week 13</b><br>11/18<br>11/19 | <b>Chapter 17</b><br><b>“The Politics of Food Policy and Rural Life”</b><br><b>Chapter 18</b><br><b>“Social Policy and Education”</b> |                                      |
| <b>Week 13</b><br><b>Day 2</b>   | <b>Work on Policy Paper</b>   |                                      |
| <b>Week 14</b><br>11/18<br>11/19 | <b>Chapter 19</b><br><b>“The American Welfare State in International Perspective”</b>   |                                      |
| <b>Week 14</b><br><b>Day 2</b>   | <b>Holiday Stay Safe</b>  |                                      |
| <b>Week 15</b><br>11/25<br>11/26 | <b>Environmental Social Work</b>  | <b>Policy Paper Due</b>              |
| <b>Day 2</b>                     | <b>Anti-Racism and Social Work</b>  |                                      |

The syllabus/schedule is subject to change.



|                                       |                                |  |
|---------------------------------------|--------------------------------|--|
| <b>Week<br/>16<br/>12/2<br/>12/3</b>  |                                |  |
| <b>Week<br/>17<br/>12/9<br/>12/10</b> | <b>Policy Final Due Dec 13</b> |  |