



## **SWK 2362: Social Welfare: Legislation, Programs, and Services**

COURSE SYLLABUS

Spring 2025

WEB-Based Synchronous

Tuesdays 1:00-3:15 PM

Thursdays in person and online check schedule for meeting times

Instructor: Tammy Sung, MSSW, LMSW

Office Location: Henderson 310

Tuesdays via Zoom

Office Hours: **Note:** Due to meetings or other job-related obligations, it is advisable to call before driving in to meet during office hours. Other office times can be scheduled in person or via Zoom as requested. Please email to schedule those times.

Office Phone: **254-247-6939**

University Email Address: [tammy.sung@tamuc.edu](mailto:tammy.sung@tamuc.edu)

Preferred Form of Communication: Email

Communication Response Time: **Within 2 business days**

### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

#### **Textbook(s) Required:**

Karger, H.J. & Stoesz, D. (2023). American social welfare policy: A pluralist approach. (9<sup>th</sup> Ed.) Pearson.

**Software Required:**

- D2L (in MyLeo)
- Microsoft Office 365

Access FREE at:

<https://inside.tamuc.edu/facultystaffservices/academictechnology/documents/Office-365-Students.pdf>

**Optional Texts and/or Materials:**

N/A

**Course Description**

This course offers a historical and contemporary examination of legislation and resulting programs, policies and services in the context of the social welfare system in the United States. Special attention is given to the political, economic, environmental and social conditions that prompted the development of legislation to meet the needs of the vulnerable populations. Societal responses to legislation are also considered. Through examination of the programs, policies and services in the context of the welfare system in the United States, this course examines the theoretical basis for understanding groups, organizations, and communities. Emphasis is placed on providing students with theoretical knowledge, which can then be applied to assessing, and intervening with mezzo and macro client systems. Systems theory is utilized as a framework for understanding interactions between and among social units.

**Relationship to Other Courses:**

This pre-requisite course prepares students for continued study in Social Welfare Policy and Social Issues and serves as an essential foundation for all areas of Generalist Social Work Practice.

**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.

	<b>Activity/Assessment</b>	<b>Dimension</b>
<b>Competency 3:</b> Advance Human Rights and Social, Economic, and Environmental Justice		
Students will apply their understanding of social, economic, and	Exams covering course content	Knowledge and skills

environmental justice to advocate for human rights at the individual and system levels	Policy Letter	
Students will engage in practices that advance social, economic, and environmental justice	Policy Letter Chapter 8 Senator Assignment	Knowledge and 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	Exam 2 Policy Letter	Knowledge and skills
Students will assess how social welfare and economic policies impact the delivery of and access to social services	Exam 2 and 3	Knowledge and skills
Students will apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	Exams 1,2, 3 Policy Letter Documentary Essay	Knowledge and skills

## 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.

### **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 course grade is according to the following formula:**

<b>Assessments</b>	<b>Value</b>
3 Exams (3 @ 100 pts. each)	300 pts.
Social Welfare Policy Letter	50 pts.
Documentary Reflection Paper	100 pts.
Island Assignment	20 pts
Weekly Chapter Quiz 4@10 pts	40 pts
Senator Assignment	20 pts
<b>TOTAL</b>	<b>550 Pts</b>

### **Due Date Policy**

**All Assignments are due in D2L by the due date. I will not be able to accept late work.**

As social work students, you will have many deadlines in practice that you will be expected to meet. Many times not meeting deadlines can result in having an adverse effect on your clients' lives. It can also result in termination of employment. The School of Social Work understands it is good to help you get into the habit of meeting those expectations now vs. later. Our goal for each of you is to be successful in this course and the practice setting.

Thank you for understanding and your willingness to take the first step toward your success.

### **Assessments**

#### **1. EXAMS (3 @ 100 pts. each)**

**You are expected to read each chapter in this book. There will be (3) Exams throughout the semester. Social Welfare is something that ALL social workers need to be familiar with and know before they go out into the field. It must be taken seriously.** You will use what you learn in this class throughout your whole career.

#### **2. SOCIAL WELFARE POLICY LETTER (50 pts.)**

Choose a social welfare issue discussed in class. Prepare a letter to an elected official regarding your chosen social welfare issue. You are not required to actually send the letter; however, it must demonstrate the appropriate format and content.

For detailed information, see in **Appendix A**. Example papers are located in D2L.

**DOCUMENTARY REFLECTION PAPER n(100 pts.)**

Analyze the social welfare policy issues presented in a current documentary that presents the impact of social welfare policies and programs on people's day-to-day lives. Documentary options are located in D2L. For specific guidelines, see the rubric in **APPENDIX B**.

**4. Island Assignment (20 pts)**

Students are to build an island. This must be a visual island. It can be on a piece of paper, cardboard, or other media. Use your imagination. It just has the four characters on the assignment explanation and shelters. You must also include the name and laws for your island. This project will be graded on creativity, critical thinking skills used to propose the name and laws, and grammar. Please see the syllabus for additional information.

**5. Senator Assignment (20 pts)**

This assignment is intended to help you learn about the U.S. Legislative branches. The student will research and complete the questions outlined in the syllabus under Chapter 8 U.S. Senator Assignment.

**6. Quiz on four different chapters (4 @ 10 pts each for 40 pts)**

These are on the syllabus calendar and will be available in D2L.

**TECHNOLOGY REQUIREMENTS****LMS**

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

East 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 East 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 East 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 in the course**

East 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.

[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**

East 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**

East 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 East 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.

### **East Texas 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 Depend 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 mastery of BOTH content and active engagement.

Mastery of content areas is evidenced by the 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 in each course is the 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 or interviewing for an internship). Within the classroom setting, whether virtual or Face-to-Face (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 F2F 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 each course.

## **Class Attendance and Participation**

### **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.

### **Online, Web-Enhanced Or Blended Classes**

Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via D2L, students must log in and complete assignments in a timely manner. Not logging in to D2L to review the instructional material and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week established by each Instructor. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, as in traditional F2F classrooms, students are expected to invest time in reading and studying class materials.

## **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 Grading Rubric & Instructions: Social Welfare Policy Letter

### Social Welfare Policy Letter

Choose a social welfare issue discussed in class. Prepare a letter to an elected official regarding your chosen social welfare issue. You are not required to actually send the letter; however, it must demonstrate the appropriate format and content. Please remember that you do not have to present yourself as an expert. One of the purposes of advocacy letters is to ask questions, raise problems, and discuss issues. **If you raise an issue, you must be willing to implement a possible solution. Examples are included in the course content. \*\*Three example letters are located in D2L\*\***

**1-2 Pages Double Spaced, 12pt font, Times New Roman, 1" margins**

### Guidelines for Writing Advocacy Letters

1. Select a social welfare policy issue to address in a letter to your elected official
2. You must address the letter to the elected official in your voting district
3. In the letter, you should identify yourself as a constituent and state where you are from, i.e., the city, state, and region that accompanies where the legislator is from.
4. State clearly what you would like your reader to do, ie vote for or against a particular bill, begin a program ect. If you are suggesting a program then you must provide realistic ideas for implementation and funding.
5. Explain *briefly* why you think he/she should do this. Help your reader understand the need for action on his/her part.
6. If the action you are requesting would require the reader to contact you, provide your telephone number, fax number, and/or e-mail address.

Social Welfare Policy Letter Rubric			
Area of Focus	Specifics for Grading	Value	Points Earned
<b>Introduction</b>	Introduce yourself, introduce the issue, and introduce who is impacted by this issue (identified population). <b>DO NOT identify</b> yourself as a student affiliated with any university.	5	
<b>Body of the Letter</b>	<b>A.</b> Give an overview of the policy; provide enough information for the reader to have a clear picture of the policy at hand. Give details, and cite your references.	10	
	<b>B.</b> Provide two specific examples of how this policy impacts the identified population.	15	
	<b>C.</b> Provide a possible solution to the identified issue	10	
<b>Conclusion</b>	Follow-up- the last paragraph should tell your elected official that you look forward to meeting with them to discuss the identified issue and that you will call their local office to schedule a meeting. As a closing, invite the legislator to contact you for further information.	5	
<b>Grammar and Clarity</b>	Grammar, spelling, use of academic tone vs. conversational tone (do not write how we speak), cite your references. (APA)	5	

**\*\*Two example letters are located in D2L\*\***

## **Appendix B**

### **Grading Rubric & Instructions: Documentary Reflection Paper**

Analyze the social welfare policy issues presented in a current documentary that presents the impact of social welfare policies and programs on people's day-to-day lives.

#### **Documentary Reflection Paper Instructions**

Develop a 2-3 pages paper that addresses:

1. What social problems are identified in the documentary?
2. What are the major social welfare policy issues related to the content of the documentary?
3. What social values are critical?
4. What are the implications for future social welfare policy and social work practice?
5. Do not use the first person in this written assignment.
6. Documentary options are provided in D2L

<b>Documentary Reflection Paper Rubric</b>			
<b>Area of Focus</b>	<b>Specifics for Grading</b>	<b>Value</b>	<b>Points Earned</b>
Introduction <i>(Heading)</i>	The purpose of the paper is presented fully, professionally and clearly. Include purpose statement and thesis.	10	
Social Problem <i>(Heading)</i>	Identify and explain the social problems identified in the documentary	20	
Policy Issues <i>(Heading)</i>	Discuss the major social welfare policy issues related to the content of the chosen documentary	20	
Social Values <i>(Heading)</i>	Discuss why social values are critical	20	
Conclusion <i>(Heading)</i>	Summation of paper and discuss implications for future social welfare policy and future social work practice.	20	
Grammar	No 1 <sup>st</sup> person, grammar, spelling, use of academic tone vs. conversational tone (do not write how we speak), cite your references. (APA)	10	





**What are the main three agenda topics for your senator?**

---

---

---

---

---

---

---

---

**Has your Senator's home state experienced any major natural disasters in the past year, and if so, what were they?**

---

---

---

---

---

---

---

---

---

---

**Additional important information:**

---

---

---

---

---

---

---

---

---

---

---

---

**Why did you choose this person?**

---

---

---

---

---

---

---

## Island Project

For this project, you have four people who have been stranded on an island.

- You must set up the island and where everyone will live and build their shelter.
- You will also need to create a one-word theme for your island.
- Please develop the laws of your island.

These are the people who are stuck on the island:

A social worker  
A sex offender  
A 7-year-old child  
A 77 year old male

**This project will be graded on critical thinking, meeting requirements, creativity and grammar.**

**COURSE OUTLINE / SCHEDULE**

<b>Date &amp; Type of Class Meeting</b>	<b>Topics, Readings and Tasks</b>	<b>Tasks &amp; Due Dates</b>
Jan 14	Introduction- Course Overview What is social welfare? Why study social welfare policy? Values and beliefs as the cornerstone of social welfare policy in America	Syllabus Review
Day 2	Discussion of Personal Values and Beliefs	
Jan 21	Chapter 1 "Social Welfare Policy and the Welfare State"	
Day 2	Role Play Colors	
Jan 28	Discuss Chapter 2 "The Origins of American Social Welfare"	
Day 2	<b>Finish Chapter 2</b>	Quiz 1
Feb 4	Chapter 3	
Day 2 NO meeting	Research for policy of interest	D2L topic due
Feb 11	Island Project due at next class You must either draw an island or use another visual aid such as play doh or cardboard to help us see the entire island layout and shelters. See syllabus for details Due Feb 18	Due Feb 18
Feb 13	Finish Island project due at next class	Due Feb 18
Feb 18	Review Island projects	
Feb 18	QUIZ 2 on chapter 1 in D2L Due by next class 10pts	QUIZ 2 Due by June 19 @ 11:59 pm

<b>Date &amp; Type of Class Meeting</b>	<b>Topics, Readings and Tasks</b>	<b>Tasks &amp; Due Dates</b>
<b>Feb 25</b>	<b>Review Chapter 4 "Discrimination in Society" Review for Exam 1</b>	<b>Exam 1 Due by March 3 @11:59 pm In D2L</b>
<b>Feb 27</b>	<b>Attend Title IV-E Conference</b>	
<b>Mar 4</b>	<b>Exam 1 Due by March 7 @11:59 pm In D2L</b>	
<b>March 4-10</b>	<b>SPRING BREAK</b>	
<b>Mar 18</b>	<b>Chapter 5 "Poverty In America"</b>	
<b>Mar 20</b>	<b>Choose a documentary for the upcoming documentary assignment and put the title in D2L</b>	<b>D2L assignment due</b>
<b>Mar 25</b>	<b>Chapter 6 "The Voluntary Sector"</b>	
<b>Mar 27 Online meeting</b>	<b>VIEW your documentary to begin the paper</b>	
<b>April 1 Chapters 7</b>	<b>Chapter 7 "Privatization and Human Services Corporations"</b>	
<b>April 3</b>	<b>Quiz in D2L</b>	<b>Quiz Due by APRIL 3 @11:59 pm</b>
<b>Apr 8</b>	<b>Review Chapter 8 "Making of the Government"</b>	
<b>Apr 10</b>	<b>Complete Senator Assignment</b>	
<b>April 15</b>	<b>Finish Chapter 8 and discuss Senators</b>	
<b>April 17</b>	<b>Complete exam 2 by April 21, 11:59 am</b>	<b>Exam 2</b>
<b>Apr 22</b>	<b>Chapter 9 "Tax Policy and Income Distribution" Discuss Policy Letter and View Examples</b>	
<b>Apr 24</b>	<b>Chapter 10 "Social Insurance Programs" Complete Policy Letter Due on April 28</b>	<b>Policy Letter Due April 28</b>

<b>Date &amp; Type of Class Meeting</b>	<b>Topics, Readings and Tasks</b>	<b>Tasks &amp; Due Dates</b>
<b>May 1 Zoom Meeting</b>	<b>Review for Final Exam</b>	
<b>May 6</b>	<b>Work on Documentary Paper Due May 8 11:59 pm</b>	<b>Documentary Paper Due</b>
<b>May 12</b>	<b>Final Exam</b>	<b>Final Exam Due May 8 11:59 pm</b>