Foundation of Social Welfare Policy and Services course examines how social goals are met by social welfare institutions. Conceptual schemes are developed for analyzing the structure of social welfare institutions to evaluate social welfare sub-systems. The social work profession is examined in the context of the evolution and function of the contemporary American social welfare system. For example, the COVID-19 crisis has brought about a spike in unemployment rates. Low-income families and the poor have disproportionately been impacted. School and child-care center closures have also meant lost free- and reduced-price school meals. Food prices have increased sharply leading to reduced purchasing power for families’ limited income. The Families First Coronavirus Act and the CARES Act included robust responses including expansions to unemployment insurance (expansions in eligibility and $600 per week supplement), a one-time payment of $1,200 per adult and $500 per dependent, an increase in SNAP payments, and the launch of the Pandemic EBT program to replace lost school meals. Despite these efforts, real time data show significant distress – notably food insecurity rates have increased almost three times over the pre-COVID rates and food pantry use has also spiked.

This course, therefore, introduces social welfare policy as central to the social work discipline. We examine the theory, philosophy, and research bases for social welfare policies in the United States. We examine policy making process, policy analysis, and policy outcomes. The course helps students understand the role of geo-political, cultural,
economic and history in policy making. Policies in the areas of health, family and child welfare, privation of human service entities, social insurance, American health care system and poverty, and others are discussed. The history of social welfare is considered; its influence on the social work profession is analyzed. Key policy practice competencies such as advocacy, policy and program evaluation and political action are emphasized.

**Measurable Student Learning Outcomes**

1. Analyze and evaluate social welfare policies and policy processes.
2. Understand the values that serve as the underpinning for American society and social welfare policy and discuss the implications and applications in social policy and social work.
3. Apply knowledge of historical influences in social welfare to contemporary issues in social welfare policies, and services.
4. Evaluate the impact of the privatization of social welfare, the neo-conservative perspective and other perspectives, including the impact of devolution of service delivery.
5. Understand the role and influence of the social work profession in respect to social welfare policies and services and conversely, their impact on the social work profession.
6. Demonstrate skills of policy analysis as a means of evaluating past, present and proposed social policies, particularly as they apply to diverse populations and populations at risk.
7. Demonstrate knowledge of a comparative and international perspective on social welfare. Understand and demonstrate the ethical mandate for advocacy and empowerment in social work, particularly as it relates to oppression, impoverishment and populations at risk.
8. Demonstrate familiarity with researching policy source materials from government documents and other sources.
9. Present policy analysis to various audiences in a professional manner.

The role of the instructor in this course is diverse, including facilitating active participation and students engagement. Your role as student is to maintain a high degree of active participation, robust intellectual activity, critical thinking ability including higher order thinking skills, policy application, analysis, evaluation and synthesis of materials relating to policy issues. Contributions to online discussions are essential for a fruitful and productive learning experience.

**Note: Course Syllabus Changes** – The course professor reserves the option to modify the course syllabus throughout the semester. Technology such as audio, visual media, instructional technology, Youtube, etc, will be used to facilitate learning. The instructor may assess the class members understanding of the course content at any time by modifying assignments to ensure a mastery of course contents.

The content of this course is consistent with the requirements of the CSWE Educational Policy and Standards (EPAS) Section 4.4 for Social Policy:

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social
service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services CSWE EPAS pp. 9-10 Section 4.4.

The course addresses the following competencies and practice behaviors as listed in CSWE Educational Policy 2.1—Core Competencies:

E.P. 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Advocate for client access to the services of social work.

E.P. 2.1.2—Apply social work ethical principles to guide professional practice.

Recognize and manage personal values in a way that allows professional values to guide practice.

E.P. 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, and intervention, and evaluation.

E.P. 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. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

E.P. 2.1.5—Advance human rights and social and economic justice.

Understand the forms and mechanisms of oppression and discrimination. Advocate for human rights and social and economic justice. Engage in practices that advance social and economic justice.

E.P. 2.1.6—Engage in research informed practice and practice informed research.

Use research evidence to inform practice.

E.P. 2.1.8—Engage in policy practice to advance social and economic well-being 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.
E.P. 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.

Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Required Text(s) and Other Course Materials:

Readings will be assigned from the primary textbooks supplemented by additional resources (please see below).


Supplemental Texts:

Please read on some of the most influencial Think Tanks in the United States to help inform your policy paper and discussions:

1. Belfer Center
2. The Earth Institute
3. Heritage Foundation
4. Kaiser Family Foundation
5. Human Rights Watch
6. Council on Foreign Relations
7. Brookings Institute
8. Cato Institute
9. American Enterprise Institute
10. Center for American Progress


Additional Recommended Text(s) and Other Course Materials: Additional readings may be posted on Canvas.

Major Course Assignments & Examinations

APA Format
All written assignments should conform to the style guidelines of the American
Psychological Association (7th ed.). If you do not have a copy of this manual, please visit: Purdue Online Writing Lab:

Please consider utilizing the school of Social Work Writing Resources Office, which provides superlative writing-related assistance at: https://www.uta.edu/ssw/student-resources/writing-resources/index.php

Specific Assignments:

1) Weekly Reading Quizzes: (20 points).
A weekly quiz will be administered on Canvas each week covering the week’s material. You will be tested on the concepts and contents of the text: American Social Welfare Policy, A Pluralist Approach (Karger & Stoesz, 2018). Questions will invariably test for recall knowledge, application, analysis and policy synthesis. The quiz will display for one week, and can be taken anytime in between, i.e. opens on Monday, and closes Sunday, midnight [11:59 pm]. It is critical that you read the chapter thoroughly, sometimes two to three times. In addition, please review the powerpoint provided for the module following your reading of the chapter in the text to adequately master the materials. It is improbable that you can skim through the chapter(s) and fully answer the questions. You will definitely need to invest considerable time to be competent in answering the questions. Please ensure that you carefully study the questions for content and context. Often what appears obvious may not be that obvious; deductive reasoning and analytical skills are required for adequacy of your answers. This segment constitutes 20% of your final grade (see grading section). Please ensure that you have a working computer and Internet. The instructor WILL NOT reset the quiz for you for a retake after the assignment is closed. Please schedule to take your quiz early and not at the last minute. Remember you have one week to do the test.

2) Policy Proposal 1-page summary (10 points) February 22 (Submitted in Canvas).
You will work alone to submit a 1-page policy proposal summary (see below) describing the social welfare policy selected for your proposed legislative analysis project. This is essentially a condensed version of your final paper. Please find a social welfare legislative law (not agency policy) and evaluate its usefulness, i.e. analyze whether it is working as initially intended or not. The law should have been in place for at least five years or longer. It is a short one-page summary, single-spaced that succinctly gives an overview of the legislation. Included is the paper outline given below. You will simply plug your answers into the outline rubric (see the outline beginning on page 8 below). Covers student learning objectives 1-9.

3) If safe, please attend a city council meeting in your home city and write a report of not more than 1000 words on the issue that is being discussed. You may also watch the proceedings online. Please answer the questions below: (March 22, in Canvas) [20 points].
Instructions:
1. State why you chose this particular meeting agenda. Briefly provide the city’s organizational/management structure. 1-point, 2). Many agendas may be discussed during this session. Briefly discuss them but pick one main one to focus your analysis. For example, a typical city council meeting could discuss topics such as affordable housing for seniors, granting permits to adult daycare, upgrading parks, improving parks, zoning of any kind, etc. Thus, what are the concerns the residents are expressing for this session? I suggest you pick a
day when the subject/issue you are concerned about is being discussed. Most cities have their schedules publicly available. 2-points. 3). Using the legislative framework outlined in chapter 3 of your course text, plus Sabatier (1988), An advocacy coalition framework of policy change, discuss the social problem, individuals/ groups concerned about the problem, and why. State how they approach the history on the issue, including providing the history and feasibility of what they are proposing at the city council meeting. How effectively are they presenting their argument/what strategies do they employ? Here think about the skills you need for successful policy advocacy [think like a politician]. Is it persuasion, the use of hard research data or evidence, or merely ideological/emotional? 10- points. 4). As a social worker, what would you have done differently to sell your concern/issue? Please use your social work skills in making or changing policy or resolving a political conflict. 7-points. Please follow the distribution of the points to guide the weight of your answer.

4. Discussion Board Assignment 20 Points. Due every week.

Please respond to the discussion questions/statements given for the week. You are expected to participate actively and post your discussion early to allow others to read and respond. DO NOT wait until the last hour to post your comments because no one will read and respond to you, which will cost you points. Working ahead of schedule is your best bet.

Evaluation of Assignment

It is the quality of your postings that will earn you points. This involves using critical thinking skills, integrating information learned in the chapter, and objectively synthesizing your peers' arguments. Participation on 13 boards is required. Please see the rubric below. Discussions are worth a total of 20 points.

<table>
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<th>1 Point</th>
<th>2 points</th>
<th>3 point</th>
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<tbody>
<tr>
<td>Minimum response to the module question</td>
<td>Posting responds to the question but does not stimulate further class discussion</td>
<td>Posting fully addresses the module content and stimulates at least one substantive follow-up posting</td>
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</table>

6) Final Paper Dates:
Final paper due on May 6, 2020 submitted in Canvas, [30 points].

This assignment will require students working in PAIRS to write a policy analysis paper on any legislative law/Act of their choice. It could be state, federal, or from a different country. An agency policy is NOT legislation. The policy analysis paper is the core of the course and must be a factual and thoroughly researched paper. The expectations here are that you share the work equally. Please let the instructor know early enough if you face any problems working with your partner. Work distribution must be fairly apportioned. Assigning a topic/segment to the individual may not be equal work. Second, all sections depend upon one another, so more than one "planning" meeting is advised. Leaving one person to do the entire "policy analysis" section (which is the bulk of the work), is not “equal” work. Please see the relative point proportion/allocation to estimate what weight you give per section. I highly recommend and expect you to consult with the Writing Center.
Specific instructions for this major assignment:

You should spend 6-8 double spaced pages (minus reference page) covering all the segments given in the rubric below.

Grand Guidelines for the paper:
This is a process that will require adequate time and preparation. You will partner with any member of your class cohort for this project. Working in partnership can be tricky. Please identify any problems you may have early enough so as we can solve them before they escalate and become unmanageable. A thorough and meticulous quality work is expected. The purpose of the policy analysis project is your opportunity to understand the legislative process.

You will choose a topic on the social problem of your interest. Choose a social welfare policy Act on any topic outlined below. It may include the following broad issues: child welfare policy, drug abuse, and addiction policy, the criminal justice system, housing and homelessness, poverty and unemployment, public assistance policy, immigration or refugees, American disability policy, Violence against women, gentrification and neighborhood renewal policies, education and student loans, etc. This assignment is worth 30% of the final grade. The Act ought to be a law already in the Texas state legislature, the U.S. Congress or in a parliament of a particular country. Students should evaluate the legislative history of the issue; synthesize the Act to analyze its efficacy using the policy analysis model by Karger and Stoesz. Examine critically the kind of Policy you intend to investigate. For example, many students choose "the Affordable Care Act (ACA)," which is much too extensive a policy to consider in a paper this short. In cases like the ACA, it may be appropriate to choose a specific provision, section, or initiative, to avoid speaking too generally, or vastly exceeding the length limit.

What this project is asking of you:

Select a legislative Law or existing Act. To accomplish the task, ask yourself the following questions: Who is going to be reading your analysis? Is it a state senator, congressman, US senator, governor, social worker or administrator, etc.? Why would they want or need to read it? What should it accomplish as a written document (in addition to just as an assignment)? In other words, identify a potential audience comprising legislators, other social workers, and possibly program directors or organization leaders, all of whom might need to know how well a policy is working, and what could be done about it. Then, as you attend to the specific tasks to be performed in each section, always refer back to that audience, and use it to ground the section’s specific requirements. See individual components below.

(a) A brief introduction of the law stating its importance for social welfare policy in Texas or the nation. Thus, the introduction should effectively introduce the topic and clearly state why the law is important for social welfare policy. Introduction is where you try to get the attention of the (busy, overworked) audience, you should state as clearly as possible what the law does, why it matters, and what your recommendations are. Many students tend to use introductions to repeat assignment requirements or objectives. This is not productive. Instead, the introduction should "hook" the reader and in so doing, be as specific as possible (about 1 paragraph) [3- points].

(b) A description of the problem/issue that necessitated or preceded law. This section sets up the problem the law is addressing. It makes the audience ready for us to evaluate it on those grounds (and not just whether it's expedient, or provides local "pork," etc.) A successful
problem setting should address these types of questions, and not necessarily in this order: Does your paper clearly define the problem? Does it identify the affected population? Does it highlight the impact of the problem? Does it show the urgency of the issue? For example, if you are talking about Ending HIV epidemic, or Cure for AIDS Act, or President’s Emergency Plan for AIDS Relief (PEPFAR), etc., describe the nature of the problem that necessitated the Act? How widespread was / is it? How many people are affected? Who (everyone? the poor? particular age groups?) is affected and how? What are the known or suspected causes of the problem? How will (or does) the policy address the problem? (about 1-2 paragraphs), [3-points].

(c) The historical background of the law. This section sets up what has been done before, and again, what information do you want your audience to know about the historical background of this issue? Does your paper provide a historical context for the law? How much attention has this problem received historically? How has the problem been handled previously? What is the legislative history of the law? Has it changed over time, how? What recent events led to the creation of the Bill? What are the policies of other states or countries regarding the problem/issue? What gaps need to be filled? (about less than a paragraphs) [2-points].

(d) A thorough description of the policy. Here also think about your audience that you are writing for and how they would find your work informative. E.g. if you are writing for your legislature, let them know how important this policy/law is by asking yourself the following questions: What resources or opportunities is the policy expected to provide for people affected (e.g., economic opportunity, cash, in-kind services, redistribution of goods and services, empowerment, status, preventive services, education, other)? Who will be covered by the policy and how (e.g., selective entitlement, universal entitlement, means testing, other)? How will the policy be implemented? What is the policy’s intended short- and long-term goals and intended outcomes? Under what administrative auspices will the policy be further developed and implemented? What funding is needed? What provisions are made for overseeing, evaluating, and coordinating policy implementation? What criteria will be used to determine the policy’s outcomes and effectiveness? How long is the policy expected to exist (i.e., is there a specific requirement for review and continuation)? On what knowledge base or scientific grounding, if any, does the policy rest? Is there empirical evidence that the policy may achieve its intended result? Your paper should address most of these questions as deemed relevant to your paper. (about 3 paragraphs) [3.5-points].

(e) Identification of individuals and groups concerned about the policy issue and their positions on the matter. This section is a summary of "positions that people tend to take" on this policy. Specific examples would be human service providers, consumer groups, and others). Each student is encouraged to interview concerned individuals and groups (including elected officials, and to attend meetings of organizations, agencies, and committees where the issue is discussed. Do not simply list the individuals and groups concerned and their positions. Information learned from these activities, as well as your review of the literature, should be discussed in detail. What are their arguments for or against the bill? Are their arguments based on evidence? What biases color their views on this issue? I would encourage you to group interested parties by argument, rather than devoting individual paragraphs to each group/individual (about 2 paragraph [4-points]).
(f). **An analysis of the Law.** Parts f is the heart of the paper and should comprise about half the length of the paper. In this section, you are expected to support your argument with reference to other empirical sources other than the bill itself. It is unacceptable to just repeat elements from the description section. Ask yourself these fundamental questions: does this law work well in its current form? Is it implemented as well as it appears to work, in practice? And for both of those, how would one know if that is the case out there in the real world? Essentially, you are being asked to step outside the policy itself and look for evidence of its success. For bills not yet passed, this poses additional challenges; i would therefore try to avoid those for my analysis as you choose your topic/Bill. Your analysis should utilize Karger and Stoesz policy analysis model. Address issues such as the value premises or ideological assumptions that underlie the policy. Are the goals just, democratic, and attainable? Do they contribute to a better quality of life by promoting social and economic justice, self- determination, self-realization, civil liberties or rights, empowerment, or other benefits, or do they adversely affect the quality of life of the target or other groups? The analysis should drive the way you use the model. The analysis should not be forced to fit the model In other words, please organize your work to incorporate all the elements of the policy analysis model, (about 1 page) [8.5 points].

(g). **Your conclusions.** Based on your objective analysis, what conclusions have you reached about the proposed policy? Avoid trying to contrast anything with "your opinion." There is a distinction between opinion and argument. Are the goals politically feasible (e., is there sufficient support to pass the proposed legislation or to sustain its implementation)? Is public sentiment favorable toward the goals? Are the goals of the proposed policy (i.e., is sufficient funding available to implement the policy and is it likely that funding will be continued as needed in the future)? Are the goals administratively feasible (i.e., are there responsible administrative agencies capable of effectively implementing the policy to achieve its stated goals)? Are there alternative policies that might better achieve the goals? Is the policy important enough to justify the expenditure of scarce resources? This should be your conclusion and not your opinion, (about 1-2 paragraphs to 1 page) [3-points].

(h). **Your recommendations.** What are your recommendations regarding the proposed law? Please base your recommendations on everything you have been saying so far so that the analysis leads to conclusions that provide the grounds for recommendations, and so that the recommendations don't appear to come "out of left field." Apply the same kinds of standards you used in judging the policy (feasibility, sensibility, justice) to your own recommendations. In other words, do not recommend changes that make the policy worse, or that can't be implemented. Do you recommend it as it is currently stated? Would you suggest modifications? How would you improve it? Your recommendation should demonstrate clear critical skills and analyses A good recommendation drives information from the analysis provided and informed by the conclusions made, (about 1-2 paragraphs) [2-points].

Finally, your paper should have at least five scholarly references. Include both theoretical and empirical scholarly references. Scholarly references should be recent (2003 to present). Be careful about dubious sources of information (e.g., non- scholarly references on the internet) for your information. You may ALSO include references from the popular literature (newspapers, magazines) but these do not substitute for the minimum of 5 scholarly references [2-points].

*Please note:* Policy should be a balanced, unbiased, critical evaluation of the policy issue or proposal, presenting accurate and fair empirical evidence, as well as the positions of proponents and opponents. No matter how strongly you feel about the policy issue, you are presenting an
objective analysis to help others make informed decisions. The instructor will try to provide a sample paper of what is expected.

**Grading Policy**

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<tr>
<th>Grade Scale</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Fail</th>
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<td></td>
<td>90-100</td>
<td>80-89</td>
<td>70-79</td>
<td>60-69</td>
<td>59</td>
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**Grading Summary:**

- Weekly Reading Quizzes: 20%
- 1-Page Policy Proposal: 10%
- City Council Meeting: 20%
- Discussions: 20%
- Final Paper: 30%

**Note:** Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.

**Make-Up Exam or Assignment Policy:** This will be discussed on individual basis

**Attendance Policy**

At The University of Texas at Arlington, taking attendance is not required. This is a WEB course. It simply requires that you complete the assignments within the assigned week.

**DETAILED COURSE SCHEDULE Spring 2020**

<table>
<thead>
<tr>
<th>CLASS/DATE</th>
<th>TOPIC</th>
<th>Topics</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction and course overview and</td>
<td>Please post a video introducing yourself. Please consider your</td>
<td>See instructions in Canvas (Module 1).</td>
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<tr>
<td>Module 1</td>
<td>assignments</td>
<td>emotional safety as you share.</td>
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<tr>
<td>January 19</td>
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<tr>
<td>Week 2</td>
<td>INTRODUCTION TO SOCIAL WELFARE POLICY:</td>
<td>• Read Chapter 1 of Karger &amp; Stoesz text.</td>
<td>Quiz 1 (Individual assignment) Discussion</td>
</tr>
<tr>
<td>Module 2</td>
<td>What is Social Policy?</td>
<td>• Read Module 1- Introduction to Social Policy: Controversies,</td>
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<tr>
<td></td>
<td></td>
<td>• Read Adam Smith's Analysis of the Modern Welfare State:</td>
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<tr>
<td>Week 3</td>
<td>SOCIAL WELFARE POLICY RESEARCH</td>
<td>• Read Chapter 3 of Karger &amp; Stoesz, text</td>
<td>Quiz 2 Discussion</td>
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<tr>
<td>Unlocks Feb 1</td>
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<tr>
<td>Week</td>
<td>Module</td>
<td>Unlocks</td>
<td>Topic</td>
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| Week 4 | Module 4 | Feb 8 | A BRIEF HISTORY OF THE AMERICAN SOCIAL WELFARE STATE | - Read Chapter 2 of Karger & Stoesz.  
| Week 5 | Module 5 | Feb 15 | THE VOLUNTARY SECTOR | - Read Chapter 6 of Karger & Stoesz. | Quiz 4 |
| Week 6 | Module 6 | Feb 22 | PRIVATIZATION OF HUMAN SERVICE CORPORATIONS | - Read Chapter 7 of Karger & Stoesz.  
| Week 7 | Module 7 | March 1 | INTERNATIONAL PERSPECTIVES | - Read chapter 18 of Karger & Stoesz  
Discussion Board |
| Week 8 | Module 8 | March 8 | DISCRIMINATION & POVERTY | - Read chapters 4 and 5 of Karger & Stoesz. | Quiz 7  
Discussion Board |

**WEEK 9: SPRING BREAK: MARCH 15-MARCH 20**

| Week 10 | Module 9 | March 22 | THE MAKING OF GOVERNMENTAL POLICY; ADVOCACY | - Read chapter 8 of Karger & Stoesz.  
- City Council Meeting  
(Paper due)  
**Group Paper**  
Discussion Board |
| Week 11 | Module 10 | March 29 | MENTAL HEALTH POLICIES | - Read chapter 13 of Karger & Stoesz.  
- Read McLellan, T. & Woodworth, A. M. (2014). The affordable care act and treatment for “Substance Use Disorders:” Implication of ending segregated behavioral | Quiz 9  
Discussion Board |
<table>
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<tr>
<th>Week 12</th>
<th>Module 11</th>
<th>Unlocks April 5</th>
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</table>
| **SOCIAL INSURANCE PROGRAMS** | • Read chapter 10 Karger & Stoesz.  
• Read the chapters on the New Deal, War on Poverty and Axinn and Stern (all on Canvas under this week’s readings). | • Quiz 10 Discussion Board |

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<tr>
<th>Week 13</th>
<th>Module 12</th>
<th>Unlocks April 12</th>
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</table>
| **THE POLITICS OF FOOD** | • Read chapter 17 of Karger & Stoesz.  
• Read Thorbecke & Charumilind (2000). Economic Inequality and its socioeconomic World Development, 30 (9), 1417-1499. | • Quiz 11 Discussion Board |

<table>
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<tr>
<th>Week 14</th>
<th>Module 13</th>
<th>Unlocks April 19</th>
</tr>
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</table>
| **CRIMINAL JUSTICE** | • Read chapter 14 of Karger & Stoesz.  
• Read Beaver et al. (2013). No evidence of racial discrimination in criminal justice processing: Results from the National Longitudinal Study on Adolescent Health, Personality and Individual Differences 55 (2013), 29-34. | • Quiz 12 Discussion Board |

<table>
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<tr>
<th>Week 15</th>
<th>Module 14</th>
<th>Unlocks April 26</th>
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<tr>
<td><strong>CHILD WELFARE POLICY</strong></td>
<td>• Read chapter 15 of Karger &amp; Stoesz, Chapter 15</td>
<td>• Quiz 13 Discussion Board</td>
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</table>

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<tr>
<th>Week 16</th>
<th>May 6</th>
<th><strong>Final Paper Due in Canvas by 11:59</strong></th>
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</thead>
</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.