THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

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<tr>
<th>Semester/Year</th>
<th>Spring 2019</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>Foundation of Social Welfare Policy and Services</td>
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<tr>
<td>Course Number</td>
<td>SOCW 5303-004</td>
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<tr>
<td>Instructor Name</td>
<td>Eusebius Small, PhD</td>
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<tr>
<td>Faculty Position</td>
<td>Associate Professor</td>
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<td>Faculty Profile</td>
<td><a href="http://www.uta.edu/profiles/eusebius-small">http://www.uta.edu/profiles/eusebius-small</a></td>
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<tr>
<td>Office Number</td>
<td>Social Work Complex A, Room 201</td>
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<tr>
<td>Email Address</td>
<td><a href="mailto:esmall@uta.edu">esmall@uta.edu</a></td>
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<tr>
<td>Phone Number</td>
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<td>Office Hours</td>
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<td>Day &amp; Time of Class</td>
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<td>Location</td>
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**Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings)**

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.

This course introduces social welfare policy as a central concern of the social work profession. Presented are the theory, philosophy, and research bases of social policies and programs in the United States including comparison to other nations. The policy making process, policy analysis from multiple analytic frameworks, and implications of policy for program design and service delivery are discussed. The course will help the student identify evolving geo-political, cultural, economic and social justice issues of the day. Policies in the areas of health, family and child welfare, privation of human service entities, social insurance, American health care system and poverty will be 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, 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:**


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

**Major Course Assignments & Examinations**
APA Format
All written assignments should conform to the style guidelines of the American Psychological Association (6th ed.). If you do not have a copy of this manual, I would suggest that you buy one.


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: (15 points).
Two fifteen-question quizzes will be administered on Blackboard each week covering the materials from the primary text for each week’s modules. Each quiz covers important concepts and chapter content for that week from the American Social Welfare Policy, A Pluralist Approach text book (Karger & Stoesz, 2018). Questions invariably test for knowledge and understanding, application, analysis and synthesis. The quiz will be available for one week and can be taken at anytime in between. Students will have up to midnight, Saturday at 11:59 pm to complete the test before the next module opens on Sunday midnight. It is important that you read the chapters thoroughly, sometimes two to three times. Additionally, review the powerpoints provided for the modules after you study the chapters to adequately answer the questions. It is improbable that you can skim through the chapter(s) and answer the questions. You will definitely need to invest considerable time to meaningfully respond to the questions. Read carefully the questions to understand the content as well as the context of the questions. Sometimes what appears obvious may not be an obvious answer and could require some deductive reasoning to arrive at the correct answer choice. This segment constitutes 15% 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 16 (Submitted in SafeAssign).
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 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. This will be a short one-page summary, single-spaced, succinctly giving an overview of your legislative proposal. It should include all the outline
elements for the paper given at the bottom of the Final Paper instructions. In fact, it is prudent to simply plug your content into the outline rubric (see the outline beginning on page 8 below). Covers student learning objectives 1-9.

3) **Attend a city council meeting preferably in your home city and write a report of not more than 1000 words on the proceedings of the day under the following headings: (March 9, in SafeAssign), 15 points.**

**Instructions:**
1. State why you chose this particular meeting agenda. What is the city’s organizational structure. 1-point, 2). There are different agendas discussed on a given meeting day. Talk about them in detail to set the stage for your analysis. They might range from: affordable housing for seniors, granting permits to adult daycare, upgrading parks, improving parks, zoning of any kind, etc. What are the residents’ concerns on this particular day that you attended? I would suggest that 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, identify the social problem attendees are concerned about at the meeting. How big is this problem according to the local residents and how long has it existed. Who are the individuals and groups (political bloc) concerned about this problem and why are they concerned about it? What are their views or position on the matter (pick one issue if there are multiple issues being discussed)? Discuss the strategies advocates of this issue/or opponents of the issue are using to effectively communicate their positions. Here think about the skills you need for successful policy advocacy, is it persuasion, hard research data, use of evidence, or do they speak emotionally about the issue? 10- points. 4). Use your social work knowledge and skills to argue how you might successfully persuade people on the opposite isle to agree with you or bring them together to accomplish the concerns the people at the town hall are concerned about. In other words, if you were to successfully run the meeting, what would you do? Here, think about the qualities needed for a good social worker to solve a conflict. 7-points. Please see the distribution of points above to inform your focus priority.

4. **Chapter Group Facilitators (20 points)**
These are five individuals randomly selected to lead the class each week to discuss the modules and associated questions. Group facilitators will lead the class in responding to these questions as well as give the general take on the module readings. They may respond by providing a powerpoint, audio or video to which the class will respond and discuss. It is expected that any one individual will participate only in two of these groups throughout the semester. Thus, each successful productive facilitation is a maximum of 10 points (20 points in total). To facilitate good class discussions, you will need to do the following:
1. Understand the role of the facilitator
2. Provide structure to the discussion
3. Guide the discussion
4. Ensure productive group behaviors, and
5. Summarize the results of the discussions for the week.

5. **Individual discussion participation (10 points).**
Each student is expected to thoroughly read the weekly module materials in order to substantively respond to Chapter Group Facilitators presentations. To receive full participation credit, you will need to review all module contents for the week; meaningfully contribute to the discussions, and engage in substantive critical thought. Active engagement requires more than clicking on the module, or simply stating “I agree, or good point”, you will need to demonstrate a thorough comprehension of the content and information mastery. The instructor will determine your competencies by assessing your skills, knowledge, and recall. Performance dashboard tool on the blackboard will flag you if you fall below average class participation. At this point, the instructor will communicate to you informing you that you are falling behind. If you receive these reminders, it may affect your semester grade. Please ensure that you spend at least 3 hours a week per module.

6) **Final Paper Dates:**
Final paper due on May 5, 2019 submitted in SafeAssign, [30 points].

This assignment will require students working in pairs to write a policy analysis paper on a legislative law/Act (state, federal or from a different country). The policy analysis paper is the core of the course and must be thoroughly researched and well written. The expectations here are that you share the work equally. Please let the instructor know early enough what problems you might be facing working with your partner. It has to be noted that the quantity of work involved in researching and writing various components of the paper will be different. Assigning one person to each topic may not totally be fair because not all sections involve equal work. Second, all sections do 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 assigned point-values for each section to roughly determine the weight for respective sections. I highly recommend and expect you to consult with Dr. Chris Kilgore to review your work before submitting your final paper to me. Here are his contacts: Christopher Kilgore, Writing Resource Coordinator, School of Social Work, kilgorec@uta.edu.

**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. Before the assignment is submitted into SafeAssign, and at least two weeks before it is due, the instructor will anonymously assign a copy of your paper to your peer for a blind review.
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 to provide you with the 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 bill 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 topic/bill 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 bill 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 the Bill/Act. This section sets up the problem the bill 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 the epidemic Act, 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 bill. 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 Bill/Act? How much attention has this problem received historically? How has the problem been handled previously? What is the legislative history of the Bill/Act? 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 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 Bill/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 bill 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 policy? 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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<th>C</th>
<th>D</th>
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<td>80-89</td>
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### Grading Summary:

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<tr>
<td>Weekly Reading Quizzes</td>
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<tr>
<td>1-Page Policy Proposal</td>
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<td>City Council Meeting</td>
<td>15%</td>
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<tr>
<td>Chapter Group Facilitators</td>
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<td>Individual discussions</td>
<td>10%</td>
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<td>Final Paper</td>
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**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 2019

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<tr>
<th>CLASS/DATE</th>
<th>TOPIC</th>
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<th>ASSIGNMENTS</th>
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<tr>
<td><strong>Week 1</strong></td>
<td><strong>Module 1</strong></td>
<td>Introduction and course overview and assignments</td>
<td>Please post a video introduction of yourself. Remember to consider your own emotional safety in what you choose to share with us.</td>
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<td><strong>Closes Jan 19th</strong></td>
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| **Week 2** | **Module 2** | INTRODUCTION TO SOCIAL WELFARE POLICY: What is Social Policy? | • Read Chapter 1 of Karger & Stoesz text.  
• Read Adam Smith's Analysis of the Modern Welfare State | • Quiz 1 (Individual assignment)  
• Assigned group discussions led by primary group discussants |
| **Closes Jan 26** | | | |
| **Week 3** | **Module 3** | SOCIAL WELFARE POLICY RESEARCH | • Read Chapter 3 of Karger & Stoesz, text  
• Assigned group discussions led by primary group discussants |
| **Closes Feb 2** | | | |
| **Week 4** | **Module 4** | A BRIEF HISTORY OF THE AMERICAN SOCIAL WELFARE STATE | • Read Read Chapter 2 of Karger & Stoesz.  
• Assigned group discussions led by primary group discussants |
| **Closes Feb 9** | | | |
| **Week 5** | **Module 5** | THE VOLUNTARY SECTOR | • Read Chapter 6 of Karger & Stoesz.  
• Assigned group discussions led by primary group discussants.  
• **Policy Proposal 1- page Individual policy paper Summary** |
| **Closes Feb 16** | | | |
| **Week 6** | **Module 6** | PRIVATIZATION OF HUMAN SERVICE CORPORATIONS | • Read Chapter 7 of Karger & Stoesz.  
• Assigned group discussions led by primary group discussants. |
| **Closes Feb 23** | | | |
| **Week 7** | **Module 7** | INTERNATIONAL PERSPECTIVES/ | • Read chapter 18 of Karger & Stoesz  
• Read Olowu, D. (2001). Decentralization policies and practices under structural | • Quiz 6 (Individual assignment).  
• Assigned group discussions led |
| Week 8 | Module 8 | Closes March 9 | DISCRIMINATION & POVERTY | • Read chapters 4 and 5 of Karger & Stoesz.  
• City Council Meeting (Paper due) |
|---|---|---|---|---|
| Week 9 | Module 9 | Closes March 23 | THE MAKING OF GOVERNMENTAL POLICY; ADVOCACY | • Read chapter 8 of Karger & Stoesz.  
• Assigned group discussions led by primary group discussants |
| Week 10 | Module 10 | Closes March 30 | MENTAL HEALTH POLICIES | • Read chapter 13 of Karger & Stoesz.  
• Assigned group discussions led by primary group discussants |
| Week 11 | Module 11 | Closes April 6 | SOCIAL INSURANCE PROGRAMS | • Read chapter 10 Karger & Stoesz.  
• Read the chapters on the New Deal, War on Poverty and Axinn and Stern (all on Blackboard under this week’s readings). | • Quiz 10 (Individual assignment)  
• Assigned group discussions led by primary group discussants |
| Week 12 | Module 12 | Closes April 13 | 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 (Individual assignment).  
• Assigned group discussions led by primary group discussants |
| Week 13 | Module 13 | Closes April 20 | 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 (Individual assignment).  
• Assigned group discussions led by primary group discussants |
Closes April 27

Week 14
Module 14

CHILD WELFARE POLICY

- Read chapter 15 of Karger & Stoesz, Chapter 15

- Quiz 13 (Individual assignment).
- Assigned group discussions led by primary group discussants

Week 15
May 5

Final Paper Due to the Instructor by 11:59 in SafeAssign.

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.

Minimum course expectations
Students enrolled in this course should devote at least 3 hours of time to adequately master the course materials.

Grade Grievance Policy
See BSW Program Manual at:
Or MSW Program Manual at:

Student Support Services
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit http://www.suicidepreventionlifeline.org/ for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303.
Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

**Librarian to Contact**
The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675- 8962. Below are some commonly used resources needed by students in online or technology supported courses:

http://www.uta.edu/library/services/distance.php

**The following is a list, with links, of commonly used library resources:**

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<thead>
<tr>
<th>Library Home Page</th>
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<tbody>
<tr>
<td>Subject Guides</td>
<td><a href="http://libguides.uta.edu">http://libguides.uta.edu</a></td>
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<tr>
<td>Subject Librarians</td>
<td><a href="http://www-test.uta.edu/library/help/subject-librarians.php">http://www-test.uta.edu/library/help/subject-librarians.php</a></td>
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<tr>
<td>Database List</td>
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</tr>
<tr>
<td>Course Reserves</td>
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</tr>
<tr>
<td>Library Catalog</td>
<td><a href="http://discover.uta.edu/">http://discover.uta.edu/</a></td>
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<tr>
<td>E-Journals</td>
<td><a href="http://utalink.uta.edu:9003/UTAlink/az">http://utalink.uta.edu:9003/UTAlink/az</a></td>
</tr>
<tr>
<td>Library Tutorials</td>
<td><a href="http://www.uta.edu/library/help/tutorials.php">http://www.uta.edu/library/help/tutorials.php</a></td>
</tr>
<tr>
<td>Connecting from Off-Campus</td>
<td><a href="http://libguides.uta.edu/offcampus">http://libguides.uta.edu/offcampus</a></td>
</tr>
<tr>
<td>Ask a Librarian</td>
<td><a href="http://ask.uta.edu">http://ask.uta.edu</a></td>
</tr>
</tbody>
</table>

**Drop Policy**
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

**Americans with Disabilities Act**
The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their...
request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity**

All academic work submitted by students will be conducted within the letter and spirit of the Honor Code, which is described in UT System Regents’ Rule 50101, §2.2. Please refer to the APA Style Guide, The SSW Manual, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge (//signed//) from you stating that, “I have not given or received unauthorized aid in preparing this written work.” In keeping with the UT Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

The SafeAssign function in BlackBoard will automatically screen submitted assignments for possible plagiarism. When submitting your assignments, you should monitor the Safe Assign result and arrange with the instructor to delete and resubmit a revised assignment before the due date if your score is over 15%. Be aware that this problem may indicate a need to strengthen critical thinking and writing skills, so consider getting help from the Central Library Writing Center and or the School of Social Work Writing Specialist. Here is the guideline on SafeAssign from the university:

“Interpreting the Overall SafeAssign Score: The overall SafeAssign score indicates the percentage of the submitted paper that matches existing sources. This score is a warning indicator only, and papers must be reviewed to see if the matches are properly attributed. You can use the following guidelines to determine which scores need your investigation.

- Scores below 15 percent: These papers typically include some quotes and few common phrases or blocks of text matching other documents and may not require further analysis.
- Scores between 15 percent and 40 percent: These papers include extensive quoted or paraphrased material or they may include plagiarism. These papers must be reviewed to determine if the matching content is properly cited.
- Scores over 40 percent: There is a very high probability that text in this paper was copied from other sources. These papers include quoted or paraphrased text in excess and must be reviewed for plagiarism.

[http://www.uta.edu/blackboard/_pdf/assignments-assessments](http://www.uta.edu/blackboard/_pdf/assignments-assessments)"
Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code. UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101.

Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at: http://www.uta.edu/oit/cs/email/mavmail.php.

Student Feedback Survey

At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors
are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.