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Meeting days: M, W, F	**Instructor title and name: Colleen Jensen Cook, LCSW, CCM**
Meeting times: 8:30-9:25am	**Phone: 619-849-2741**
Meeting location: Rohr #112	**Email:ccook1@pointloma.edu**
Final Exam: May 1, 2023 - 7:30 - 10am	**Office location and hours: by appointment**
Additional info:	**Additional info:**

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department Mission

As followers of Christ, our mission is to nurture servant scholars who critically and empirically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

Social Work Program Mission

At its core, the purpose of the social work program is to prepare competent social work professionals who are motivated to gracefully serve others as an expression of their faith. In the context of the intersection of the goals of the University and those of professional social work practice, this mission is further articulated:

The mission of the baccalaureate social work program is to develop competent professionals who are committed to serving others through acquisition and integration of the essential knowledge, skills, and values that form the foundation of generalist practice in the social work profession; who are motivated to promote social justice; and who understand that a Wesleyan perspective, a

desire for continuous personal development, and respectful engagement in the community that empowers others are integral components of the means for relating to God through service.[1]

COURSE DESCRIPTION

Rules and policies influence the social environment and affect the provision of social services. Social Welfare Policy is a study of policy development and analysis; the private and public programs that comprise the American Welfare System; and their interrelationship. Social welfare policy guides and directs opportunities and actions at every level of social work. Policies from the federal, state, and local government and individual agencies and, in many cases, individuals shape how services are conceived and delivered. This class, you will be introduced to social policy analysis and learn how to use frameworks that assess the impact of policy on individuals, families, and communities. You will pay attention to the role values play in determining social policy.

This course includes a review of the history and philosophy of social welfare; exploration of the factors affecting social welfare policy; the process of policy formation; identification of the services and patterns of social work response to the needs of special populations; the relationship between policy and social work practice; and a framework for analyzing welfare policy.

COURSE LEARNING OUTCOMES

By the end of the course, you should be able to do the following tasks. Statements in italics are from the Council of Social Work Education's EPAS; underlined sections are the IDEA standards which you will use to evaluate the course at the end of the semester.

COURSE LEARNING OUTCOMES

Course Objectives: By the end of this course, you should be able to demonstrate the following Council of Social Work Education (CSWE) professional competencies (a full description and specific examples of these can be found in the Field Practicum Handbook and are part of the Student Learning Plan):

CSWE 1. **Demonstrate Ethical and Professional Behavior;**
PL I. Conducts self as professional and applies ethical principles to guide practice by:
- making ethical decisions by applying the standards of the NASW Code of Ethics relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- using reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- using technology ethically and appropriately to facilitate practice outcomes; and
- using supervision and consultation to guide professional judgment and behavior.

CSWE 2. **Engage Diversity and Difference in Practice;**
PL II. Actions reflect ability to sensitively engage diversity and difference in practice by:

- applying and communicating understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- presenting themselves as learners and engage clients and constituencies as experts of their own experiences; and
- applying self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

CSWE 3. Advance Human Rights and Social, Economic and Environmental Justice;

PL III. Advances human rights and social, economic, or environmental justice by:
- applying their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engaging in practices that advance social, economic, and environmental justice.

CSWE 4. Engage in Practice-Informed Research and Research-Informed Practice;

PL IV. Engages in research-informed practice and practice-informed research by:
- using practice experience and theory to inform scientific inquiry and research;
- applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- using and translating research evidence to inform and improve practice, policy, and service delivery.

CSWE 5. Engage in Policy Practice;

PL V. Engages in policy practice to advance social and economic well-being and to deliver effective social work services by:
- identifying social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assessing how social welfare and economic policies impact the delivery of and access to social services;
- applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

CSWE 6. Engage with Individuals, Families, Groups, Organizations, and Communities;

PL VI. Demonstrates capacity to engage with individuals, families, groups, organizations, communities by:
- applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- using empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

CSWE 7. Assess Individuals, Families, Groups, Organizations, and Communities;

PL VII. Prepares for and demonstrates assessment of individuals, families, groups, organizations, communities by:
- collecting and organizing data, and applying critical thinking to interpret information from clients and constituencies;
- applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- selecting appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

CSWE 8. Intervene with Individuals, Families, Groups, Organizations, and Communities;

PL VIII. Demonstrates knowledge and intervention skills for systems of any size by:

- critically choosing and implementing interventions to achieve practice goals and enhance capacities of clients and constituencies;
- applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- using inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies; and
- facilitating effective transitions and endings that advance mutually agreed-on goals.

CSWE 9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities;**
PL IX. Demonstrate an ability to analyze, monitor, and evaluate interventions by:
- selecting and using appropriate methods for evaluation of outcomes;
- applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyzing, monitoring, and evaluating intervention and program processes and outcomes; and
- applying evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

PL X. **Demonstrate a practical understanding of the integration of faith and profession by:**
- Critically assessing the relationship between Christian faith and public policy.

Throughout the semester, the professor will also teach students how the following 6 IDEA course evaluation objectives are essential and important to their learning. These include:
1. *Developing knowledge and understanding of diverse populations, global awareness, or other cultures.*
2. *Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.*
3. *Developing skill in expressing myself orally or in writing.*
4. *Learning how to find, evaluate, and use resources to explore a topic in depth.*
5. *Developing ethical reasoning and/or ethical decision making.*
6. *Learning to apply knowledge and skills to benefit others or serve the public good.*

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Karger, H. J., & Stoesz, D. (2022). *American social welfare policy: A pluralist approach.*

(Ninth ed.). Boston: Allyn and Bacon.

Note: For cost savings the 8th edition or other editions may be used. You are responsible for tracking chapter topics if choosing another edition. To support your use of other editions, the Canvas files for this course are organized by topic rather than chapter. A guide connecting the topics to the chapters in the 8th edition and to the material in Canvas will be provided.

1. Owl Purdue APA 7th edition style guide https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html
2. National Association of Social Workers (NASW) Code of Ethics https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English
3. National Public Radio

   https://www.npr.org/
4. PBS NewsHour

   https://www.pbs.org/newshour/
5. PLNU Ryan Library

   https://libguides.pointloma.edu/ryanlibrary
6. Owl Purdue Writing

   https://owl.purdue.edu/
7. University of North Carolina Chapel Hill Writing Center https://writingcenter.unc.edu/tips-and-tools/

Supplemental Materials: Local media resources, internet and library references, class handouts, lecture and video materials will be used to supplement your text. Material beyond assigned readings will be covered in class. You are responsible for all materials, including information provided during an absence.

Freedom to Challenge: This course introduces concepts and issues beyond the text. You are encouraged to integrate knowledge from their environment, to share insights, and to challenge the materials presented.

Additional articles and chapters will be assigned by the professors and posted on the class website.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map using the below link to view which states allow online (distance education) outside of California.
https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures

ASSESSMENT AND GRADING

Assignment distribution by percentage:		Grade Scale:
● Weekly Assig.	20%	A=93-100
● Mid-Term Exam	10%	A-=90-92
● Reference Page/Outline	2%	B+=87-89
● Policy Analysis Paper	10%	B=83-86
● Presentations	10%	B-= 80-82
o (chapter/paper)		C+=77-79
● Participation	18%	C=73-76
● Final Exam	20%	C-= 70-72
● Off-Site Events	10%	D+=67-69
● Total Points	100%	D=63-66
		D-=60-62
		F=0-59

Students are encouraged to speak with the instructor at any point about their grades. Any student with a grade below a C is highly encouraged to speak with the instructor.

SPIRITUAL CARE

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the Office of Student Life and Formation.

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INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances. **LATE ASSIGNMENT DEDUCTIONS - I understand that things come up, you are very busy, and you have a lot of assignments due in my class and other classes, but to follow the PLNU policy of late assignments,** *I will deduct 10% if an assignment is 1 day late, 20% if an assignment is 2 days late, and 30% if an assignment is 3 days late or more.*

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. **In-Person:** Course meetings are face-to-face with no more than 25% online delivery.

ELECTRONICS IN THE CLASSROOM:

As a host of this classroom, I have a policy about phones and laptop computers and devices like them. This policy is to allow you to become more comfortable taking a break from technology, allowing you to be in the present moment and adding to your professional tolerance of being without devices all of the time.

1. I will give you a "tech break" during class - please do not check your phones until that time. If there is a big life circumstance going on, please let me know at the beginning of class and we will talk about your use of your phone.
2. There will be times when I will ask you to take out your laptop and smart devices in the classroom to further our collective learning. Other than that, I strongly recommend NOT using laptops in class. The reasons are threefold:

a. It is hard to not check other things, which impairs your learning. You most likely are not aware of the impairement, but the research is quite clear. http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html Links to an external site.

b. Even if it doesn't impair your learning, it impairs others' learning. https://www.sciencedirect.com/science/article/pii/S0360131512002254 Links to an external site.

c. You write more but learn less. Writing your notes creates synthesis which increases learning. https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/

d. It also impairs long-term retention. This new study shows a causal effect with grades being lower by about half a letter grade. https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows Links to an external site.

So I am asking you not to use laptops unless you need or strongly prefer a laptop to take notes. In that case talk to me beforehand, and we will make that work.

ASSIGNMENTS AT-A-GLANCE

Assignment distribution by percentage:
- Quizzes   20%
- Mid-Term Exam   10%
- Reference Page/Outline   2%
- Policy Analysis Paper   10%
- Presentations   10%
  (chapter 5% and paper 5%)
- Participation   18%

- Final Exam   20%
- Off-Site Events   10%
- Total Points   100%

COURSE SCHEDULE AND ASSIGNMENTS

- Attendance and Respectful Class Participation (18%): To earn full points for discussion participation, you must be present for the full discussion , come prepared to hand in the assignments at the beginning of class, and engage in class dialogue. Your regular attendance and participation in the discussion sessions and in classroom activities is critical to the success of the class. You should plan to attend class and have read the material and be prepared to discuss, debate, and develop thoughts each class session.
  - o *Attendance alone does not equal participation. Distracting behaviors like excessive side conversations, rudeness to the class members and/or professor, working on tasks unrelated to the current class discussion, or texting will not be tolerated due to their lack of respect.*
  - o Arriving more than 6 minutes late will equal a tardy.
  - o See attendance section below for how excessive absences affect your grade.
  - o When there are guest speakers, you will submit a response to them on Canvas as a part of your attendance and participation.
- Chapter Assignments (20%): These assignments will include the following: 1) DAP note from the previous class, 2) before each new chapter, answer the weekly Canvas questions/assignments and respond to prompts from your professor, 3) include a national and international policy from a reputable source that relates to the chapter. Be prepared to share in class.
- Mid-term Check (10%): The check-in will focus on the first half of the semester's readings, lectures, and information learned from activities and guest speakers.
- Final Exam (20%): *The published time for the final examination is one of the considerations when enrolling for a course. You are expected to arrange your personal affairs to fit the examination schedule.* The exam will be comprehensive in nature. The exam will focus on the semester's readings, lectures, and information learned from activities and guest speakers.
- Reference page/Outline (2%): Policy is ever-changing; new and emerging information is found in scholarly journals and newly released articles. A goal of the course is to expose you to the major debates in social work and related disciplines. The best new and emerging information is found in the major scholarly journals. You will select an article from a respected, scholarly journal relating to the policy analysis paper (this article needs to be included in the paper described in #6).
- Policy Analysis Paper (10%): A goal of the course is to encourage the application of a policy analysis framework. You will select a policy (agency, county, state, or federal) and write a policy brief using the recognized policy framework analysis. This paper will also assess progress toward your specific course objectives. Additionally, the references for this paper must include such items and may not all be from Internet sources.

Consideration should be made to the recent literature in social work and related disciplines (within the last 5 years) and its implications for practice. The paper must be in APA 7th edition format.

- Presentations (10%): A crucial part of social work development is public speaking.
    - o Know-Wonder-Learn (KWL) and national and international event that ties to chapter reading. Participation in a variety of assignments, including individual student and group work such as KWL exercises which are designed to connect knowledge, faith, experience, and practice. At the beginning of the semester, the professor assigned you to a learning team. Meet with your team and figure out who from your team is covering which date as scheduled in the syllabus. In the presentation, do a KWL from the chapter and present on a national and international policy issue that relates to the assigned chapter. More detail on KWL is provided in the course canvas files. (2%)
    - o Policy Analysis. Additionally, you will give a presentation on your paper. Both presentations will be graded based on the department oral rubric. (8%)
- Off-Site Practical Application Required (10%): This course includes practical application or exposure to current policy issues that require participation in off-site experiences during classroom hours. Reactions must be posted on Canvas and will be discussed in class. You must attend each of these described below:
    - o Attend a PLNU Associated Student Body (ASB) meeting and take notes. Post on Canvas and present in class.
    - o Attend a city neighborhood/council meeting in any of San Diego County's cities and/or neighborhoods within the City of San Diego. For example - OB Town Council and/or neighborhoods within the City of San Diego found here. Take notes and write a summary on Canvas. Be prepared to discuss in class. **Watching a video of the meeting does not count. You have to go in person.**
    - o Watch a County of San Diego and/or State of California Committee Meeting.

DATE	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
WEEK 1 1/10/23	Introduction to Social Welfare Policy	Get to Know You!
1/11/23	Social Policy and the American Welfare State	Read: Chapter 1
1/13/23	Social Policy and the American Welfare State	Read: Chapter 1 **Blue Team - KNL and current events** **Take the Pew Political Typology Quiz** **Chap 1 assignment on Canvas**
WEEK 2 1/16/23	MLK Day No Class	Read : MLK Voting Rights Speech at PLNU, Watch Read Chapter 4 **Chap 4 assignment on Canvas**
1/18/23	Discrimination and Stigma in American Society	Read Chapter 4 **Red Team - KNL and current events**

1/20/23	Discrimination and Stigma in American Society	Read Chapter 4 **Blue Team - KNL and current events**
WEEK 3 1/23/23	The Origins of American Welfare State	Read Chapter 2 **Chap 2 assignment on Canvas** **Red Team - KNL and current events**
1/25/23	The Origins of American Welfare State	Chapter 2 **Robert's Rules of Order** **Blue Team - KNL and current events**
1/27/23	Social Welfare Policy Research	Chapter 3 **Chap 3 assignment on Canvas** **Red Team - KNL and current events**
WEEK 4 1/30/23	Social Welfare Policy Research	Chapter 3 **Blue Team - KNL and current events**
2/1/23	Poverty in America	Chapter 5 Poverty Line Article **Chap 5 assignment on Canvas** **Red Team - KNL and current events**
2/3/23	Poverty in America	Chapter 5 **Blue Team - KNL and current events**
WEEK 5 2/6/23	The American Welfare State in International Perspective	Chapter 19 **Chap 19 assignment on Canvas** **Red Team - KNL and current events**
2/8/23	The American Welfare State in International Perspective	Chapter 19 **Blue Team - KNL and current events**
2/10/23	The Voluntary Sector Today	Chapter 6 **Chap 6 assignment on Canvas** **Red Team - KNL and current events**
WEEK 6 2/13/23	The Voluntary Sector Today	Chapter 6 **Reference Page due** **Blue Team - KNL and current events**
2/15/23	Privatization and Human Service Corporations	Chapter 7 **Chap 7 assignment on Canvas** **Red Team - KNL and current events**
2/17/23	Privatization and Human Service Corporations	Chapter 7 **Blue Team - KNL and current events**
WEEK 7 2/20/23	The Making of Governmental Policy	Chapter 8 **Chap 8 assignment on Canvas** **Outline due** **Red Team - KNL and current events**
2/22/23	The Making of Governmental Policy	Chapter 8 **Blue Team - KNL and current events**
2/24/23	Tax Policy and Income Distribution	Chapter 9 **Chap 9 assignment on Canvas** **Red Team - KNL and current events**

WEEK 8 2/27/23	Tax Policy and Income Distribution	Chapter 9 **Paper due** **Blue Team - KNL and current events**
3/1/23	**Mid-Term Check**	Chapters 1-9 and 19 (no class on Friday, 3/3/23) **Red Team - KNL and current events**
3/6/23 - 3/10/23	**Spring Break!**	
WEEK 9 3/13/23	Social Insurance Programs	Chapter 10 **Chap 10 assignment on Canvas** **Blue Team - KNL and current events**
3/15/23	Social Insurance Programs	Chapter 10 **Presentation** **Red Team - KNL and current events**
3/17/23	Public Assistance Programs	Chapter 11 **Chap 11 assignment on Canvas** **Presentation** **Blue Team - KNL and current events**
WK 10 3/20/23	Public Assistance Programs	Chapter 11 **Presentation** **Red Team - KNL and current events**
3/22/23	The American Health Care System	Chapter 12 **Chap 12 assignment on Canvas** **Presentation** **Blue Team - KNL and current events**
3/25/23	The American Health Care System	Chapter 12 **Presentation** **Red Team - KNL and current events**
WK 11 3/27/23	Mental Health and Substance Abuse Policy	Chapter 13 **Chap 13 assignment on Canvas** **Presentation** **Blue Team - KNL and current events**
3/29/23	Mental Health and Substance Abuse Policy	Chapter 13 **Presentation** **Red Team - KNL and current events**
3/31/23	Criminal Justice	Chapter 14 **Chap 14 assignment on Canvas** **Presentation** **Blue Team - KNL and current events**
WK 12 4/3/23	Criminal Justice	Chapter 14 Presentation **Red Team - KNL and current events**
4/5/23	Child Welfare Policy	Read Chapter 15 **Chap 15 assignment on Canvas** **Presentation** **Blue Team - KNL and current events**
EASTER	BREAK	NO CLASSES on 4/6/23 and 4/10/23
WK 13	Child Welfare Policy	Chapter 15

4/12/23		Presentation **Red Team - KNL and current events**
4/14/23	Housing Policies	Read Chapter 16 **Chap 16 assignment on Canvas** **Presentation** **Blue Team - KNL and current events**
WK 14 4/17/23	Housing Policies	Chapter 16 **Presentation** **Red Team - KNL and current events**
4/19/23	The Politics of Food Policy and Rural Life	Chapter 17 **Chap 17 assignment on Canvas** **Presentation** **Blue Team - KNL and current events**
4/21/23	The Politics of Food Policy and Rural Life	Chap 17 **Red Team - KNL and current events**
WK 15 4/24/23	Social Policy and Education	**Chap 18 assignment on Canvas** Chapter 18 **Blue Team - KNL and current events**
4/26/23	Social Policy and Education	Chap 18
4/28/23	Class Review	
FINALS 5/1/23	Final Exam	

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the Class Schedules site. No requests for early examinations or alternative days will be approved.

State of the Union address

State of the City address

State of the State address