THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

SCHOOL OF SOCIAL WORK

COURSE NO. & SECTION:	SOWO 530 (Section 957)
COURSE TITLE &YEAR:	Foundations of Social Welfare & Social Work
	Fall Semester 2017
MEETING TIME:	Fridays, 2:00 – 4:50
INSTRUCTOR:	Laurie Selz Campbell, MSW, CPRP
	Tate Turner Kuralt Bldg. Room 354
	Phone: 843-6394
	lauriesc@unc.edu
OFFICE HOURS:	Fridays 1:00 – 2:00 or by email or phone

COURSE DESCRIPTION: Introduces public welfare policy through lecture and discussion of the purposes of public welfare and describes the most important programs created by those policies.

COURSE OBJECTIVES: By the end of this course, students will:
1. Demonstrate knowledge of current social welfare policies and programs in the U.S. and the ideals which shaped existing public welfare structures;
2. Identify and describe the social concerns which those structures have or have not been able to address successfully, with special attention to impact on various family types.
3. Demonstrate an understanding of the role of social work and effects of social policy on historic and contemporary patterns of social welfare service provision;
4. Rigorously evaluate existing research related to social welfare policy and demonstrate knowledge of the development and implementation of contemporary social welfare policy;
5. Demonstrate an understanding of the values and ethics of social work that guide professional behavior in the conduct of public policy activities;
6. Demonstrate skill in strategies for advocacy and social change that advance social and economic justice;
7. Identify conditions that promote or deter equal access to resources for minorities and women and discuss concerns related to race, disability, gender and sexual orientation.

SKILLS BASE ADDRESSED: By the end of the course, students will be able to:
1. Describe the origins and unique characteristics of the social work profession.
2. Assess clients for eligibility for major publicly funded programs and/or benefits.
3. Analyze the effects of social welfare policies on well-being and opportunities for lower-income individuals and families, as well as for other vulnerable populations.
4. Articulate the underlying values and principles shaping major public welfare policies.
5. Describe how policies are developed and how to influence policy development.

TEXTBOOKS:

Carlton-LaNey, I. (2001). *African American leadership : An empowerment tradition in social welfare history*. Washington, DC: NASW Press. (***ICL in course outline***)

Jimenez, J., Pasztor, E. M., Chambers, R. M., & Fujii, C. P. (2014). *Social policy and social change: Toward the creation of social and economic justice (2nd edition).* Thousand Oaks, CA: Sage. ***(Text in course outline)***

Additional required readings will be posted on Sakai; readings may also be modified in response to emerging social welfare issues. ***Note: Relevant sections of the Brief History of Oppression and Resistance online course (BHO) are included as reminders/links.***

TEACHING METHODS AND EXPECTATIONS:

Teaching methods will include lecture, discussion, multimedia presentations, and small group activities. My perspective is that we all have much to learn AND much to teach. Full participation is essential to your learning in the class, and will allow you to successfully apply the course material in a way that is personally and professionally meaningful.

You are expected to attend all classes and to complete the readings before class begins. You are expected to participate in discussions by sharing information from their reading and/or field experiences. I ask that you contact me, *in advance*, if you will miss a class. Any student with significant difficulty with these requirements should speak with me at the beginning of the semester so that alternative forms of contribution can be identified.

POLICIES ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM:

I expect that we are all invested in creating a learning environment of respect and engagement. Your attention is an important sign of respect to your colleagues, and an important part of your learning. During class, cell phones should be silenced. I welcome the use of laptops for taking notes or completing small group tasks. However, I ask that you use them *only* for relevant activities – not for surfing the Web. ***Please do not mistakenly assume that others are unaware when you are doing so!!*** If distracting use of electronics is observed, I will need to strictly limit their use to specific times during class.

OVERVIEW OF COURSE ASSIGNMENTS: The semester's assignments are summarized here. Detailed descriptions, as well as scoring rubrics and additional materials will be posted under Assignments on Sakai.

Brief Writing Exercise on Social Construction   ***Due Sept. 8***

This 2-page paper will serve as a way to begin thinking about social construction as a guiding framework for social welfare policy, and will also help you to ease back into academic writing, identifying strengths as well as possible needs for support/assistance.

Social Construction OR African American Leadership Paper   ***Due Oct. 6***

This paper will assess your integration of the online *Brief History of Oppression and Resistance* course, along with course readings, class discussions, and personal thinking about history, social construction, vulnerable groups, leadership, and social work practice addressed in the early part of the course.

Discussion Question & Facilitation   Due: Various

This course covers a significant amount of material, and provides rich opportunities for critical thinking. In this assignment, you will choose **ONE** article from the syllabus, and will develop a discussion question that will allow your classmates to think more deeply about the material. You will receive guidelines on how to develop excellent discussion questions.

Items to be submitted for this assignment (via Sakai) include (a) your discussion question (along with the citation of the article or resource used), and (b) a brief (1-2 page) reflection on or "answer" to the question. For example, why was the question important to you? How would you answer it, at least as far as you know at this point? What remains unanswered for you? What would you hope to learn from your classmates in posing this question?

Budget Group Exercise   Due Nov. 3

This group exercise is intended to help you learn about the struggles and dilemmas that families face to meet their basic needs. You will be provided with a fictional account of a family living in a North Carolina county. You will conduct research to estimate what the family will require to meet their basic needs, and what assistance is available from public (federal, state, local) and private/nonprofit sources. You will enter your information on a worksheet (to be provided). You will also give a brief, informal presentation to the class that summarizes your working assumptions, conclusions about the bottom line, challenges encountered, and learning reflections.

Expert Panels & Advocacy Briefs   Due Dec. 1 & Dec. 6

This assignment will give you the opportunity to develop competence in (a) researching and analyzing social policies related to a particular issue, (b) developing and articulating a position on a given policy, and (c) designing social work advocacy agendas. You will team up with classmates based on shared interests in social welfare policy issues with significant history, landmark legislation, continued social injustices, and advocacy efforts. Below are some examples of issues to be considered (these are negotiable, depending on students' interests):

Disability
Issues: Inclusion, rights, employment, education, housing, parenting, access to care
Legislation: ADA, Ryan White, mental health parity, IDEA

Criminal Justice: Focus on Adults
Issues: Racial profiling & disproportionalities, criminalization of mental illness &/or homelessness, hate crimes, war on drugs, death penalty
Legislation: Violent Crime Control & Law Enforcement Act (1994); Hate Crimes Prevention Act (2009); Racial Justice Act; syringe exchange; death penalty legislation

Criminal Justice: Focus on Youth
Issues: School violence, juvenile sentencing, school-to-prison pipeline
Legislation: Safe & Drug-Free Schools & Communities Act (2001); Raise the Age

Family Violence & Child Welfare
Issues: Child abuse & neglect, partner violence, LGBT adoption, inter-ethnic adoptions, kinship care
Legislation: Adoption & Safe Families Act, sex offender registry laws; Violence against Women Act; U-Visas; Indian Child Welfare Act; second parent adoption

Reproductive Rights & Health
Issues: Abortion, parental consent, teen pregnancy and childbirth, sex education, reproductive rights in the military
Legislation: Abstinence-only education; TANF provisions re: teen parents; military sexual assault legislation; emergency contraception legislation

Immigration
Issues: Migrant worker policies, health care, education, citizenship, amnesty
Legislation: 287 g; DREAM Act; amnesty/refugee resettlement legislation

The assignment has a group component and an individual component, summarized here:

Group Component/Expert Panel: You will develop a presentation of about 30 minutes that (a) addresses the history or evolution of the social welfare system's response to the population; (b) summarizes multiple perspectives on the issue; (c) analyzes key legislation (one piece of legislation per student) -- including political, economic, ethical, and practice dimensions; (d) describes impacts on the affected group and related advocacy targets; and (e) proposes an agenda for action that is consistent with the NASW Code of Ethics.

Individual Component/Advocacy Brief: Focusing on the policy or legislation that you discussed in the expert panel, you will develop one of the following: (a) a letter to the editor of a news publication, (b) an editorial or blog post, or (c) a fact sheet. Your piece should be factual and evidence-based, clearly incorporate relevant dimensions of policy analysis, and clearly articulate a recommendation or position. Guidelines for each of the above formats will be provided and discussed.

SUMMARY OF COURSE EVALUATION COMPONENTS AND GRADING SCALE:
The following summarizes the point breakdown and grading scale for the class:

Brief Writing Exercise	5 points
Social Construction Paper	25 points
Discussion Question & Facilitation	10 points
Budget Exercise	10 points
Expert Panel Presentation	25 points
Advocacy Brief	15 points
Meaningful Participation	10 points
Total:	**100 points**

H:	94 and above
P:	93-80
L:	79-70
F:	69 and below

EXPECTATIONS FOR WRITTEN ASSIGNMENTS:
Clear, cogent writing is an essential skill for social work professionals. You are expected to adhere to appropriate scholarly writing guidelines and to use APA formatting. A portion of the points for each assignment will be allocated to writing quality.

Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a *learning opportunity* for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com . In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: https://ssw.unc.edu/students/writing).

POLICY ON INCOMPLETES AND LATE ASSIGNMENTS:

Assignments are due at the beginning of class on the day noted. You must notify me at least 2 days before a due date if you would like to request an extension. **Otherwise, you will lose 5% of the assignment's points per day (including weekends)**.

Incompletes may be granted if (a) there are extreme and unforeseeable circumstances that affect your ability to complete the work, and (b) we meet to develop a plan/timeline for completion.

POLICY ON ACADEMIC DISHONESTY*:*

I assume that all students follow the UNC Honor Code. Please ensure that the Honor Code statement "I have neither given nor received any unauthorized assistance in completing this assignment", with your signature, is on all assignments turned in. In keeping with the Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

Please refer to the *APA Style Guide,* the SSW *Manual,* and the SSW Writing Guide for information on attribution of quotes, plagiarism, and the appropriate use of assistance in preparing assignments.

ACCESSIBILITY AND RESOURCES SERVICES:

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at http://accessibility.unc.edu, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

CLASS SCHEDULE & ASSIGNED READINGS

Date	Topics Addressed	Readings
Week 1 **Aug 25**	**Welcome/ Overview** • *Social construction* as an overarching lens for the course	None
Week 2 **Sept 1**	**Context & Framework for Exploring Social Welfare** • Social construction, definitions of social welfare & social justice	***Text:*** Ch. 1: *Introduction* Ch. 4: *Historical Values Influencing Social Problems & Social Policies **(pp. 91-102; 116-118)*** Ch. 6: *Oppression & Social Justice in the US **(pp. 184-190)*** Ch. 7: *Income Support Policies & Social Justice **(pp. 254-257)*** ***Articles/Chapters:*** Eversman, M., & Bird, J. (2017). Moral panic and social justice: A guide for analyzing social problems. *Social Work*, *62*(1), 29-36. Schneider A & Ingram, H. (1993). Social construction of target populations: Implications for politics & policy. *American Political Science Review 87*(2), 334-347. ***In addition, please select ONE of the following:*** Drew, R. B. (2013). Constructing homeownership policy: Social constructions and the design of the low-income homeownership policy objective. *Housing Studies, 28*(4), 616-631. Hudson, R. B., & Gonyea, J. G. (2012). Baby boomers and the shifting political construction of old age. *Gerontologist, 52*(2), 272-282. Stabile, B. (2016). Reproductive policy and the social construction of motherhood. *Politics & the Life Sciences, 35*(2), 18-29.
Week 3 **Sept 8** ***Brief Writing Exercise on Social Construction Due*** ***Note: Sept. 8 is an all-day SOWO 530 class & includes "week 4" as well!***	**Historical Framework: to 1900** • Elizabethan poor laws • Civil War & aftermath **Evolution of Social Work Practice** • Charity organization societies • Settlement houses, social gospel	***Text:*** Ch. 3: *The Social Work Profession & Social Justice **(pp. 47-66)*** ***ICL: Read Introduction & ONE of the following:*** Ch. 1: *Victoria Earle Matthews* Ch. 3: *Birdye Henrietta Haynes* Ch. 6: *Ida B. Wells* Ch. 9: *Janie Porter Barrett* Ch. 10: *Mary Church Terrell* ***Supporting BHO Materials:*** **Cultural Imperialism:**

Date	Topics Addressed	Readings
	• Early African American pioneers	• Website: Slavery and the Black Codes **Resistance:** Website: The Dred Scott Case
Week 4 **Sept 8** *Discussion Questions & Facilitations:* *1. Baynton* *2. Kennedy* *3. Walton*	**Historical Framework: The Progressive Era** • Industrialization • Social reform • Social Darwinism • Eugenics **Evolution of Social Work Practice** • African American pioneers • Social work involvement in Eugenics • Professionalization	*Text:* Ch. 3: *The Social Work Profession & Social Justice (pp. 66-73)* Ch. 4: *Historical Values Influencing Social Problems & Social Policies (pp. 109-113)* *Ch. 6: Oppression & Social Justice in the US (pp. 190-197)* Ch. 7: *Income Support Policies & Social Justice (pp. 257-258)* *Articles/Chapters:* Kennedy, A. C. (2008). Eugenics, "degenerate girls" and social workers during the Progressive Era. *Affilia: Journal of Women & Social Work, 23*(1), 22-37. Walton, L. (2011). Human genomics: Challenges for African Americans and policy implications for direct social work practice. *Social Work in Public Health*, *26*(4), 366-379. *Supporting BHO Materials:* **Powerlessness:** • Website: Not for Ourselves Alone **Cultural Imperialism:** • Baynton, D. (2005). Defectives in the land: Disability & American immigration policy 1882-1924. *Journal of American Ethnic History, 24* (3), 31-44. **Violence:** • Wells-Barnett, I. (1892). Southern horrors: Lynch law in all its phases. In J. Anderson (Ed.), *Outspoken women: Speeches by American women reformers 1685-1935.* Dubuque, Iowa: Kendall/Hunt Publication Company. • Website: *The Negro Holocaust: Lynching & Race Riots in the US, 1880-1950*
Week 5 **Sept 15**	**Historical Framework: The Great Depression** • New Deal • Social Security Act **Evolution of Social Work Practice**	*Text:* Ch. 3: *The Social Work Profession & Social Justice* (*pp. 72-76*) Ch. 7: *Income Support Policies & Social Justice (pp. 258-263; 282-285)* *ICL:* Ch. 7: Lawrence Oxley

Date	Topics Addressed	Readings
	• Medicalization, bureaucratization • Rank & file	
Sept 22	**You will have an all-SOWO-500 day!**	
Week 6 Sept 29	**Historical Framework: WWII & Beyond** • WWII & postwar • War on Poverty, Civil Rights Movement • Devolution **Evolution of Social Work Practice** • Ongoing developments	***Text:*** Ch. 3: *The Social Work Profession & Social Justice **(pp. 76-90)*** Ch. 6: *Oppression & Social Justice in the US **(pp. 213-251)*** ***To be divided among students.*** Ch. 7: *Income Support Policies & Social Justice **(pp. 263-266)*** ***Supporting BHO Materials:*** **Marginalization:** • *February One* film **Cultural Imperialism:** • Website: *Disability Rights & Independent Living Movements*
Week 7 Oct 6 ***Social Construction or African American Leadership Paper Due***	**Intro to Policy Analysis** • Universal Social Welfare • Means-Tested Social Welfare **Talking Across Political Divides**	***Text:*** Ch. 2: *The Nature of Social Policy* Ch. 7: *Income Support Policies & Social Justice **(pp. 277-297)*** ***Articles/Chapters:*** Gilbert, N. & Terrell, P. (2010). *Dimensions of social welfare policy* (7th ed.). Boston: Pearson Education, Inc. **(Read Chapter 4, "A framework for social welfare policy analysis," p.56-87)** **Reading on "political divides" TBA**
Week 8 Oct 13 ***Discussion Questions & Facilitations:*** ***1. Ehrenfreund*** ***2. Geraghty*** ***3. Rank*** ***4. Sawhill***	**Poverty in America** • 1990's welfare reform • Poverty definitions • Income inequality **Approaches to Poverty Alleviation** • Market-based approaches • "Character" or behavioral approaches	***Text:*** Ch. 5: *The Market Economy & Social Justice **(pp. 150-154; 165-174)*** Ch. 7: *Income Support Policies & Social Justice **(pp. 267-277)*** ***Articles/Chapters:*** Cooney, K. & Shanks, T. R. (2010) New approaches to old problems: Market-based strategies for poverty alleviation. *Social Services Review 84*(1) 29-56. **(skim for overview)** Ehrenfreund, M. (2016, August 22). How welfare reform changed American poverty, in 9 charts. *The Washington Post*. Retrieved from https://www.washingtonpost.com/news/wonk/wp

Date	Topics Addressed	Readings
	• Public benefit & taxation-related approaches • Structural & institutional approaches	/2016/08/22/the-enduring-legacy-of-welfare-reform-20-years-later/ Geraghty, S. (2016). Keynote remarks: How the criminalization of poverty has become normalized in American culture and why you should care. *Michigan Journal of Race & Law*, *21*(2), 195-203. Rank, M. (2011). Rethinking American poverty. *Contexts (10),* 16-21. Sawhill, I. (2003). The behavioral aspects of poverty. *The Public Interest (153),* 79-93. Sirota, A., Mitchell, T., & Johnson, C. (2014). *Living income standard 2014.* NC Justice Center. **(pp. 1-11).** ***Optional:*** Explore NPR's material on the outcomes of welfare reform at http://www.npr.org/2016/08/22/490245470/20-years-since-welfares-overhaul-results-are-mixed
Oct 20	**No Class – Happy Fall Break!**	
Week 9 **Oct. 27** *Discussion Questions & Facilitations:* *1. Horton* *2. O'Rourke* *3. Tuskegee Podcast*	**Health Care & Mental Health Care Safety Nets** • Health disparities • Healthcare reform: & the Affordable Care Act • Mental Health Reform in NC • Intersections with criminal justice	***Text:*** Ch. 10: *Health, Mental Health, & Social Justice* ***Articles/Chapters:*** Andrews, C. M., Darnell, J. S., Mcbride, T. D., & Gehlert, S. (2013). Social work & implementation of the Affordable Care Act. *Health & Social Work*, *38*(2), 67-71. Horton, S. (2006). The double burden on safety net providers: Placing health disparities in the context of the privatization of health care in the US. *Social Science & Medicine, 63*(10), 2702-2714. Keefe, R. H. (2010). Health disparities: A primer for public health social workers. *Social Work in Public Health, 25*(3/4), 237-257. O'Rourke, T. W. (2017). Lost in the health care reform discussion: Health care as a right or privilege. *American Journal of Health Education, 48*(3), 138-141. Rash, M. (2012). North Carolina's behavioral health delivery system: A historical perspective. *NC Medical Journal, 73*, 185- 188. **Reading on MH/Criminal Justice intersection TBA** ***Supporting BHO Materials:*** **Exploitation:** • Podcast: *Tuskegee Experiment*

Date	Topics Addressed	Readings
		Powerlessness: • Website: *The Willard Suitcase Project Exhibit*
Week 10 **Nov 3** ***Small Group Budget Assignment Due***	Housing & Food Security • Homelessness • Food Insecurity & hunger	<u>***Text:***</u> Ch. 8: *Housing & Social Justice* <u>***Articles/Chapters:***</u> Chilton, M., & Rose, D. (2009). A rights-based approach to food insecurity in the United States. *American Journal of Public Health, 99,* 1203–1211. National Coalition for the Homeless (2016). *No safe place: A survey of hate crimes & violence committed against homeless people 2014-2015.* Washington, DC. National Coalition for the Homeless*.* **(selections TBA)** <u>***Optional:***</u> Aykanian, A. & Lee, W. (2016). Social work's role in ending the criminalization of homelessness: Opportunities for action. *Social Work* 61 (2), 183-185.
Week 11 **Nov 10**	Child & Family Policy • Child maltreatment & child welfare • Disproportionalities & disparities • Marginalized groups (American Indian, LGBT)	<u>***Text:***</u> Ch. 9: *Child Welfare Policies & Social Justice* <u>***ICL:***</u> Ch. 15: *Historic Development of African American Child Welfare Services*
Week 12 **Nov 17** ***Discussion Questions & Facilitations:*** ***1. Jeyepal*** ***2. Makaros & Grodofsky*** ***3. Rawdon & Moxley***	Policy Advocacy & Activism	<u>***Articles/Chapters:***</u> Jeyapal, D. (2017). The evolving politics of race and social work activism: A call across borders. *Social Work*, *62*(1), 45-52. Makaros, A., & Grodofsky, M. M. (2016). Social workers' conflict of loyalty in the context of social activism: The case of the 2011 social protests in Israel. *Journal of Community Practice, 24*(2), 147-165. Mosley, J. J. (2013). Recognizing new opportunities: Reconceptualizing policy advocacy in everyday organizational practice. *Social Work*, *58*(3), 231-239. Rawdon, K., & Moxley, D. (2016). Connecting social work and activism in the arts through continuing professional education. *Journal of Teaching In Social Work*, *36*(4), 431-443. <u>***Supporting BHO Materials:***</u>

Date	Topics Addressed	Readings
		Violence: • Before Stonewall film **Resistance:** • Carlton-LaNey, I. (1999). African American social worker pioneers' response to need. *Social Work, 44*, 311-321. • Website: Founding Documents of the American Indian Movement • Website: Symbols of the LGBT Movement
Nov 24	**No Class – Happy Thanksgiving!**	
Week 13 **Dec 1** *Team presentation due Dec. 1* *Advocacy brief due Dec. 6*	*Team Presentations*	