

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



SCHOOL OF SOCIAL WORK

COURSE NO. & SECTION: SOWO 530 (Section 003)
COURSE TITLE & YEAR: Foundations of Social Welfare & Social Work
Spring Semester 2021
MEETING TIME: Tuesdays, 9:00 – 11:50
INSTRUCTOR: Laurie Selz Campbell, MSW, CPRP
Clinical Associate Professor
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OFFICE HOURS: Tuesdays noon to 1:00 and by email or appointment

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:

There are no required texts for the course. All readings – as well as links to video and web resources -- will be posted on Sakai.

TEACHING METHODS AND EXPECTATIONS:

The following are thoughts and guidelines related to how we can best foster a culture of learning and engagement.

Structure:

Class will be conducted via Zoom (for synchronous activities) and Sakai (for asynchronous activities). The balance will vary over the weeks, but basically, you can expect the following:

1. We will limit our zooming to no more than 2 hours per scheduled class session (with a break in the middle, I promise!). During this time, we will focus on discussion and small group activities. To the extent possible, I will avoid long Zoom lectures – rather, I will share slides beforehand (sometimes with accompanying written or voice-over notes) and invite you to review them before class. Then, when we meet synchronously, I can take just a few minutes to emphasize the really important points/concepts, and discuss, clarify, and answer questions before jumping into small group or activity-based learning.
2. Along with synchronous activities, we'll have asynchronous activities that you will complete during the week. These will take a variety of forms -- for example, (a) accessing videos, podcasts, or online exercises and briefly commenting on these, or (b) exploring and sharing internet resources relevant to a particular topic.

The Zoom Environment:

The Zoom environment poses unique challenges (as well as opportunities!) for learning. Of course we will adapt and troubleshoot over time, but here are a few guidelines for how to engage in ways that are accessible, productive, and community-building:

1. When it's at all possible for you to be present on camera, please do so ... we are trying to replicate human-to-human interaction, and, while it's no substitute for personal contact, the Zoom space at least allows us to respond to one another's faces and visual presence! Please also know that I appreciate that this isn't always feasible, for any number of personal, environmental, or logistical reasons – if you do need to turn off your camera for a time, just send me/us a quick message in the chat to let us know.
2. The chat function is a great way to provide support and reinforcement to one another, but it can also be used in ways that impede engagement and learning. It can become a distraction, especially for folks who have challenges with multi-tasking. As a general guideline, think about the chat as a way to (a) express support for one another, and/or (b) let me know things like “(name) was trying to say something, you might not have noticed” (as a facilitator, I *definitely* appreciate this!). There may also be times that I'll ask you to do something like “type one word into the chat that describes your reaction to this article (or video, etc).” Generally, though, if you have a substantive question or comment to share during a discussion, the preference would be to share those verbally rather than in the chat.

The Pandemic Context:

In addition to the Zoom environment, the pandemic poses unique and likely unprecedented challenges to all of us as learners. There may be challenges related to our (and our loved ones') health/mental health; challenges related to economic security; challenges related to having many people, with competing needs, together in one space; challenges related to the pain of

witnessing the further destruction of our communal safety nets and watching folks who are already the most vulnerable bearing the brunt of that. Please know that my default stance on all of this is one of kindness, adaptation, and respect for all of these various struggles. ***I know that you wouldn't be here at the School if you weren't profoundly motivated to be the best healers and change agents possible, and my intent will be to work with each of you with flexibility and care to accomplish just that.***

The Learning Culture:

Perhaps especially in recent times, topics such as social welfare, social policies, personal/political ideology, and what we owe one another as human beings and community members, have become increasingly polarized – at the very least, resulting in communication challenges and impasses among people, and at most, resulting in violent rhetoric or actual violence. As social workers, we come with our own histories and convictions – and are also most often the ones who are charged with supporting our clients to navigate a societal safety net with profound gaps, inadequacies, and even abuses. In this way, are called to engage both professionally and personally.

My philosophy is that we **all** (including me) come to class as both teachers and learners. Based on our work in SOWO 501, and grounded in understanding the profound and persisting institutional oppression in which our country has engaged, we turn in this course toward a deeper understanding of how these dynamics play out in our social welfare policy landscape – with the ultimate aim of considering how we, as social workers, can effect meaningful change. In light of this, I will ask that we all commit wholeheartedly to engaging with one another according to our social work values – dignity, respect, compassion, and cultural humility. In practice, this might mean:

- Articulating our own views to the best of our ability in the moment
- Remembering that we each come to these conversations with our own histories and personal experiences; therefore, seeking to understand and appreciate these perspectives before forming judgements
- Owning (and seeking to understand) the impact of our statements and language, even if that impact was not our intent – and engaging in authentic apology (discussed last semester in SOWO 501) when needed
- Being open to having our perceptions questioned, and remaining curious about our own reactions – for example, “what is this evoking for me? How have I learned to know what I think I know relative to this topic?”
- Doing our best to stay present and to be cognizant of our own individual power and role in creating the kind of community to which we aspire.

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.

Grassroots Social Welfare/Mutual Aid Paper

Due: Feb. 23

This assignment provides the opportunity to reflect on ways in which marginalized communities have historically mobilized on their own behalf when they were shunned and/or failed by the very social welfare systems that were meant to (or perhaps not meant to) serve them. The following are some ideas to get you thinking about an area of focus. This list is by no means exhaustive!

- Underground medication networks in the early years of HIV/AIDS

- The ballroom scene for drag queens/kings, trans* people, and other folks cast out (mostly POC)
- Universal Negro Improvement Association (UNIA) and African Communities League (ACL)
- African American settlement houses
- National Association for the Advancement of Colored People (NAACP)
- Alianza Hispano Americano (AHA)
- United Farm Workers (UFW)
- Mental health liberation (Network Against Psychiatric Assault, Insane Liberation Front, Mental Patient Liberation Front)
- Black Panthers

In brief, the paper will address the following: (a) the conditions that led to the establishment of the movement and shaped its work, including social constructions, policies, and societal treatment; (b) the focus of the movement's work and strategies used to engage with and support communities; (c) individuals who took on leadership roles; (d) major impacts and contributions; and (e) lessons for present day justice efforts. **Note: we will discuss whether there might be interest in some alternative formats for this project - for example, a thoroughly-annotated photo montage. Stay tuned!**

Peer Teach-in

Due: Various

Each student will select one of the articles in **green** on the syllabus, and will be responsible for (a) doing a careful reading and preparing a brief (~ 1 paragraph) summary, and (b) developing a question or set of questions for discussion with peers. You should upload your summary and question(s) by **midnight on Thursday** of the week prior to the class in which the article was assigned. This will give peers a chance to ponder the questions as they prepare for class. Then, during our Zoom class meeting, you will facilitate a discussion of the content and question with a small group.

Finally, you will complete a brief Peer Teach-in Self Evaluation form (which will contain your summary and question, followed by some space to reflect on the facilitation of your discussion with peers) and submit it on Sakai by the **following Tuesday**.

Integrative Policy Presentation & Brief

Due: Various

This assignment is meant to provide the opportunity to work with peers to synthesize and apply our learning from the course to a specific area of social welfare policy of interest to you. Teams will be assembled based your choice of one of the following policy domains:

- Immigration policies
- Education policies
- Reproductive justice policies
- Firearms policies
- Mental health & addiction policies
- LGBTQ+ focused policies
- Child & family policies
- Interpersonal violence policies
- Criminal/legal system policies
- Disability policies

The final products for the assignment will be the following:

1. A 30-40 minute (40-minute **max – we will carefully monitor our times for the sake of fairness and time management!**) presentation with engaging use of slides and other technologies as desired. Further details will be provided, but in summary, the following prompts will guide the development of the presentation:
 - How did we get here (brief history of social welfare responses to the issue)?
 - Present day policy landscape (overall summary of themes, with 2-3 illustrative policies at federal or state level)
 - Social justice-focused & critical analysis (including a discussion of the relevance of Metz’s findings in *Dying of Whiteness*)
 - Mutual aid & grassroots advocacy
 - Recommendations for social work engagement

2. A 1-page informational brief providing important North Carolina-centric information on the policy issue for your peers/colleagues

Important note: For this assignment, please know that every person in your group doesn’t need to present verbally! There is plenty of behind-the-scenes work in a presentation like this – doing background research, creating slides and/or interactive material, developing the North Carolina informational brief. Feel free to create a process that plays to the strengths of each of your team members. Part of the prep work for the project will include providing a summary of tasks to be completed, and who is taking the lead on each one.

SUMMARY OF ASSIGNMENTS & SCORING:

Engagement/Participation (including brief posts on occasion)	15 points
Social Welfare & Mutual Aid Paper	25 points
Peer Teach-In Self-Evaluation	15 points
Final Presentation	30 points
NC Informational Brief	<u>15 points</u>
Total	100 points

- H: 94 and above
- P: 93-74
- L: 73-70
- 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://sww.unc.edu/students/writing>).

POLICY ON INCOMPLETES AND LATE ASSIGNMENTS:

Assignments are due at the **beginning** of class on the day noted. Please notify me at least a day beforehand if you would like to request an extension on an assignment. My typical policy is to deduct 5% of the available points for each day late (that is, if you haven't requested an extension). I will weigh the advisability of this policy with the particular circumstances that we are confronting this semester. In rare situations, it is possible to receive an Incomplete at the end of the semester. In this case, we will develop a contract outlining the specifics of when the remaining course materials will be submitted.

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.

A NOTE ON COURSE CONTENT:

All participants in this class should be aware that we will be discussing topics such as harassment, violence, bias, and discrimination. Certain readings and discussions may be difficult for those who have been impacted by these types of conduct. Any person who has experienced discrimination, harassment, interpersonal (relationship) violence, sexual assault, sexual exploitation, or stalking is encouraged to seek resources as needed on campus or in the community. You can seek assistance from confidential resources such as the Gender Violence Services Coordinator in the Carolina Women's Center at (919) 962-1343 or Counseling and Psychological Services (CAPS) in Campus Health Services at (919) 966-3658. You can also contact the Equal Opportunity and Compliance Office at (919) 966-3576 to report an incident and/or seek interim protective measures. Additional resources are available at safe.unc.edu.

POLICY ON DISCRIMINATION, HARASSMENT, AND VIOLENCE:

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs) (confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu) to discuss your specific needs. Additional resources are available at safe.unc.edu.

STATEMENT OF BASIC NEEDS:

Any student who has difficulty getting enough to eat every day, lacks a safe place to live or faces unjust deportation is living with hardship that may make it difficult to excel in this course. If any of this is true for you, you are urged to contact the Dean of Students for support <https://odos.unc.edu/> or call (919) 966-4042. Please notify me if you are comfortable in doing so, and I'll help however I can. For information about public resources in the Chapel Hill-Carrboro area visit: <http://thecef.force.com>. The University of North Carolina maintains a food pantry, the Carolina Cupboard, where students and other members of the campus community can get free food if they need it. For more information visit: <http://carolinacupboard.web.unc.edu/> or call CarolinaCupboard@gmail.com.

COMMUNITY STANDARDS IN OUR COURSE AND MASK USE:

This spring semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me -- as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>.

COURSE OUTLINE

	Readings
<p>Focus Area 1: Interweaving the history of the US social welfare system with the development of the social work profession</p>	<p>Class 1: Jan 12</p> <ul style="list-style-type: none"> • Intro & overview • Policy & ethics <p><u>Readings:</u> No readings today!</p>
	<p>Class 2: Jan 19</p> <ul style="list-style-type: none"> • Social welfare & social work history Part 1: Poor Laws, Charity Organization Societies, Settlement Houses, Flexner Report, Progressive Era <p><u>Readings:</u> Jimenez, J., Pasztor, E. M., Chambers, R. M., & Fujii, C. P. (2014). <i>Social policy and social change: Toward the creation of social and economic justice (2nd edition)</i>. Thousand Oaks: Sage. Read: Ch.3: <i>The Social Work Profession & Social Justice</i></p> <p>Kennedy, A. C. (2008). Eugenics, "degenerate girls" & social workers during the Progressive Era. <i>Affilia: Journal of Women & Social Work</i>, 23(1), 22-37.</p>
	<p>Class 3: Jan 26</p> <ul style="list-style-type: none"> • Social welfare & social work history Part 2: Great Depression, New Deal, Social Security Act, WWII & GI Bill, Civil Rights, War on Poverty <p><u>Readings:</u> Schiele, J. H. (2011). Introduction. In J. H. Schiele (Ed.), <i>Social welfare policy: Regulation and resistance among people of color</i> (pp. 1-22). SAGE Publications, Inc., https://www-doi-org.libproxy.lib.unc.edu/10.4135/9781452275185.n1 (Note: We will focus on pp. 5-15)</p> <p><u>Videos & Images:</u> <i>Civilian Conservation Corps</i> (PBS/American Experience). Available from UNC Libraries at https://fod-infobase-com.libproxy.lib.unc.edu/p_ViewVideo.aspx?customID=54003</p> <p><i>The House We Live In</i> (from the <i>Race: The Power of an Illusion</i> series) Available from UNC Libraries at https://fod-infobase-com.libproxy.lib.unc.edu/p_ViewVideo.aspx?xtid=49736# (Note: The segment we'll be focusing on starts 26 minutes/38 seconds in)</p>

	Readings
	<p>In addition, we will explore material from the VCU Libraries Social Welfare History Project Image Portal (https://images.socialwelfare.library.vcu.edu/exhibits) – guidelines and prompts TBA.</p> <p>Class 4: Feb 2</p> <ul style="list-style-type: none"> • Social welfare for marginalized & excluded groups: Mutual aid • Peer teach-in day <p><u>Reading for everyone:</u> Carlton-LaNey I. (1999). African American social work pioneers’ response to need. <i>Social Work</i>, 44(4), 311–321.</p> <p><u>Peer teach-in readings:</u> Chiles, N. (2015, March 26). 8 Black Panther party programs that were more empowering than federal government programs. <i>Atlanta Black Star</i>. Retrieved from https://atlantablackstar.com/2015/03/26/8-black-panther-party-programs-that-were-more-empowering-than-federal-government-programs/</p> <p>Heynen, N. (2010). Cooking up non-violent civil-disobedient direct action for the hungry: ‘Food not bombs’ and the resurgence of radical democracy in the US. <i>Urban Studies</i>, 47(6), 1225-1240. https://doi:10.1177/0042098009360223</p> <p>Hwang, R. (2019). Deviant care for deviant futures: QTBIPOC radical relationalism as mutual aid against carceral care. <i>Transgender Studies Quarterly</i>, 6(4), 559-578. https://doi:10.1215/23289252-7771723</p> <p>Spade, D. (2020). Solidarity not charity: Mutual aid for mobilization and survival. <i>Social Text</i>, 38(1), 131-151.</p>
<p>Focus Area 2: The present-day social welfare policy landscape</p> <ul style="list-style-type: none"> • Theories & frameworks • Institutions & structures • Policy analysis 	<p>Class 5: Feb. 9</p> <ul style="list-style-type: none"> • Theories & frameworks: Social construction, moral panic, CRT • Peer teach-in day <p><u>Readings for everyone:</u> Eversman, M., & Bird, J. (2017). Moral panic & social justice: A guide for analyzing social problems. <i>Social Work</i>, 62(1), 29-36.</p> <p>Kolivoski, K. M., Weaver, A., & Constance-Huggins, M. (2014). Critical race theory: Opportunities for application in social work practice & policy. <i>Families in Society</i>, 95(4), 269–276. (Note: SOWO 501 reading included for a review)</p> <p>Schneider, A. L., & Ingram, H. M. (Eds.). (2005). <i>Deserving and entitled: Social constructions and public policy</i>. Albany: SUNY Press.</p>

	Readings
	<p>Read: <i>Introduction (Note: Please have your nifty Social Construction in One Page handout nearby for a visual of Schneider & Ingram’s framework!)</i></p> <p>Peer teach-in readings:</p> <p>Barney, J. L. (2020). Louisiana’s intentional exposure to HIV policy: The social construction of target populations. <i>Social Work in Public Health, 35</i>(3), 100–113.</p> <p>Buchanan, D., Shaw, S., Ford, A., & Singer, M. (2003). Empirical science meets moral panic: An analysis of the politics of needle exchange. <i>Journal of Public Health Policy, 24</i>(3/4), 427–444.</p> <p>Coppola, E. C. (2020). The social construction of transgender individuals & US military policy. <i>Journal of Homosexuality</i>. https://doi-org.libproxy.lib.unc.edu/10.1080/00918369.2020.1717838 (focus: pp. 10-18)</p> <p>Esparza, R. (2019). Black bodies on lockdown: AIDS moral panic and the criminalization of HIV in times of white injury. <i>Journal of African American History, 104</i>(2), 250–280. https://doi-org.libproxy.lib.unc.edu/10.1086/702415</p> <p>Excerpts from Whitehouse Executive Order No. 13950: <i>Combating Race and Sex Stereotyping</i></p>
	<p>Feb 16 No Class: Wellness Day</p>
	<p>Class 6: Feb 23</p> <ul style="list-style-type: none"> • US social welfare policy system overview • Social welfare policies addressing poverty: Poverty definitions, welfare & welfare reform <p>Readings:</p> <p>Jimenez, J., Pasztor, E. M., Chambers, R. M., & Fujii, C. P. (2014). <i>Social policy and social change: Toward the creation of social and economic justice (2nd edition)</i>. Thousand Oaks, CA: Sage. Read: Ch. 2: <i>The Nature of Social Policy</i></p> <p>NPR’s material on outcomes of welfare reform: http://www.npr.org/2016/08/22/490245470/20-years-since-welfares-overhaul-results-are-mixed</p> <p>Geraghty, S. (2016). Keynote remarks: How the criminalization of poverty has become normalized in American culture and why you should care. <i>Michigan Journal of Race & Law, 21</i>(2), 195-203.</p>

	Readings
	<p>Kennedy, B (2019). <i>The 2019 living income standard for 100 counties</i>. NC Justice Center. <i>(please review pp. 4-8 for an overview of the Living Income Standard as an alternative to the Federal Poverty Level, and feel free to explore the LIS for your own county of residence!)</i></p> <p>Ozawa, M. N. (2004). Social welfare spending on family benefits in the United States and Sweden: A comparative study. <i>Family Relations</i>, 53(3), 301–309. https://doi-org.libproxy.lib.unc.edu/10.1111/j.0022-2445.2003.006.x</p>
	<p>Class 7: March 2</p> <ul style="list-style-type: none"> • Social welfare benefits overview & eligibility case studies <p><u>Readings & Resources:</u> <i>Overviews of SSI, SSDI, Medicare, Medicaid, SNAP, & Housing Assistance:</i> These resources will be obtained from two superb websites, with links to specific documents posted on Sakai:</p> <ol style="list-style-type: none"> 1. SSI/SSDI Outreach, Access, & Recovery (SOAR) -- https://soarworks.prainc.com/ 2. The Center for Budget & Policy Priorities (CBPP) -- https://www.cbpp.org/ <p><i>Medicaid Expansion:</i> Kaiser Family Foundation (2020). <i>Who could get covered under Medicaid expansion? State fact sheets</i>. Retrieved from https://www.kff.org/medicaid/fact-sheet/uninsured-adults-in-states-that-did-not-expand-who-would-become-eligible-for-medicaid-under-expansion/</p> <p><i>SPENT Simulation:</i> This simulation – available at www.playspent.org -- is designed to walk you through some of the excruciating decisions and challenges confronted every day by families living in poverty. You will receive questions for reflection prior to the activity.</p>
	<p>Class 8: March 9</p> <ul style="list-style-type: none"> • Policy analysis • Peer Teach-In Day <p><u>Readings for everyone:</u> Please review the slides on policy analysis.</p>

	Readings
	<p>Kanenberg, H. (2013). Feminist policy analysis: Expanding traditional social work methods. <i>Journal of Teaching in Social Work</i>, 33(2), 129–142.</p> <p>Peer teach-in readings:</p> <p>Dorsey, D. N., & Roulhac, G. D. (2019). From desegregation to privatization: A critical race policy analysis of school choice and educational opportunity in North Carolina. <i>Peabody Journal of Education</i>, 94(4), 420–441.</p> <p>Driessen, M. C. (2020). Campus sexual assault policies: A feminist policy analysis framework. <i>Affilia: Journal of Women & Social Work</i>, 35(3), 397–412.</p> <p>Limbert, W. M., & Bullock, H. E. (2005). “Playing the fool”: US welfare policy from a critical race perspective. <i>Feminism & Psychology</i>, 15(3), 253–274.</p> <p>Raynor, P., & Williams, P. H. (2012). Legislation affecting governmental assistance for children of parents with substance use: A policy analysis of social justice. <i>Policy, Politics, & Nursing Practice</i>, 13(4), 195–204.</p>
<p>Focus Area 3: Envisioning, designing, & advocating for social justice-oriented policy change</p>	<p>Class 9: March 16</p> <ul style="list-style-type: none"> • Policy & institutional oppression: How social policy reproduces & deepens – but also has the potential to disrupt -- systemic oppression • Peer Teach-In Day <p>Readings: Coates, T.-N. (2014). The case for reparations. <i>Atlantic</i>, 313(5), pp. 54-71.</p> <p>Podcasts (also used for peer teach-ins): Black families matter: <i>Ending family regulation systems with Dorothy Roberts & Lisa Sangoi.</i> Podcast retrieved from: https://americanassembly.org/wbi-podcast/black-families-matter-ending-family-regulation-systems-with-dorothy-roberts-and-lisa-sangoi</p> <p>Social workers against solitary confinement: <i>Rachel Frome MSW.</i> Podcast retrieved from https://dothework.podbean.com/e/social-workers-against-solitary-confinement-rachel-frome-msw/</p> <p>Note: We will also work selections from <i>Dying of Whiteness</i> into our discussion.</p> <hr/> <p>Class 10: March 23</p> <ul style="list-style-type: none"> • Targeted universalism as a framework for policy change <p>Readings: powell, j., Menendian, S. & Ake, W. (2019). <i>Targeted universalism: Policy & practice.</i> Haas Institute for a Fair and Inclusive Society, University of California,</p>

	Readings
	<p>Berkeley. Retrieved from https://belonging.berkeley.edu/targeteduniversalism <i>(Note: This website has loads of helpful written & video resources. We will identify the most helpful/recommended ones!)</i></p> <p>Selections from Grassroots Policy Project (n.d.). <i>Race, Power, & Policy</i>. Retrieved from https://www.racialequitytools.org/resourcefiles/race_power_policy_workbook.pdf</p>
	<p>Class 11: March 30</p> <ul style="list-style-type: none"> • The policy process & policy advocacy through a social justice lens • Peer teach-in day <p><u>Readings for everyone:</u> Please review the policy process and policy advocacy slides.</p> <p><u>Peer teach-in readings:</u></p> <p>Bird, M. (2016). Social justice advocacy in the belly of the beast: An illustration of policy change for social work. <i>Affilia: Journal of Women & Social Work</i>, 31(2), 257–262. https://doi-org.libproxy.lib.unc.edu/10.1177/0886109915592668</p> <p>Johnson-Ahorlu, R. (2017). Efficient social justice: How critical race theory research can inform social movement strategy development. <i>Urban Review</i>, 49(5), 729–745.</p> <p>Schorn, M.N. (2005). Emergency contraception for sexual assault victims: an advocacy coalition framework. <i>Policy, Politics & Nursing Practice</i>, 6(4), 343–353.</p> <p>Smith, B. D. (2017). Reproductive justice: A policy window for social work advocacy. <i>Social Work</i>, 62(3), 221–226. https://doi-org.libproxy.lib.unc.edu/10.1093/sw/swx015</p>
	<p>Class 12: April 6</p> <ul style="list-style-type: none"> • Work session for final projects
	<p>Class 13, 14, 15: April 13, 20, & 27</p> <ul style="list-style-type: none"> • Policy presentations • Course wrap-up and closure