

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



SCHOOL OF SOCIAL WORK

COURSE NO. & SECTION: SOWO 530 (Section 959)
COURSE TITLE & YEAR: Foundations of Social Welfare & Social Work
Spring Semester 2021
MEETING TIME: Fridays, 2:00 – 4:50 pm (Online)
[Zoom Meeting ID: 978 7085 2279](#)
[Passcode: 760836](#)
INSTRUCTOR: Rainier Masa, PhD, MSW
Assistant Professor
Tate Turner Kuralt Bldg. Suite 402L
rmasa@email.unc.edu
OFFICE HOURS: Fridays 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 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). During this time, we will focus on discussion and small group activities. 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 will emphasize the important points/concepts, and discuss, clarify, and answer questions before moving to small group or activity-based learning.
2. Along with synchronous activities, we will 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 and opportunities for learning. Here are a few guidelines for how to engage in ways that are accessible, productive, and community-building.

1. When it is possible for you to be present on camera, please do so. We are trying to replicate human-to-human interaction, and, while it is no substitute for personal contact, the Zoom space at least allows us to respond to one another's faces and visual presence. I recognize that having the camera on is not always feasible, for various reasons, – if you do need to turn off your camera for a time, please send me/the class a quick message in the chat to let us know.
2. Although the chat function is a great way to provide support and reinforcement to one another, it can also be used in ways that impede engagement and learning. 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." There may also be times that I will 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.*

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: February 26 at 5pm

This assignment provides the opportunity to reflect on ways in which marginalized communities have historically mobilized on their own behalf when they were excluded by the social welfare system. The following are some ideas to get you thinking about an area of focus.

- Universal Negro Improvement Association and African Communities League
- African American settlement houses
- National Association for the Advancement of Colored People
- Black Panthers
- Alianza Hispano Americano
- 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)
- Disaster relief mutual aid efforts
- COVID-19 mutual aid groups (e.g., <https://www.colorlines.com/articles/power-people-50-grassroots-activists-step-during-covid-19-crisis-updated>)
- Mutual aid alternatives to mainstream financial services such as banks and insurance

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; (e) challenges/limitations; and (f) 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.

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 Friday** 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 Monday**.

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 on your choice of one of the following policy sectors:

- Safety net (income support, job/employment, food and nutrition, housing, and assets)
- Immigration
- Education

- Health care (includes sexual and reproductive health)
- Mental health and substance abuse
- Child and family
- Criminal justice

The final products for the assignment will be the following:

1. A 30–40-minute (40-minute max) 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
 - Examples of policy resistance and other micro/mezzo acts of resistance (e.g., mutual aid & grassroots advocacy)
 - Recommendations for social work policy practice
2. A 1-page informational brief providing important North Carolina-centric information on the policy issue for your peers/colleagues (**due April 30 at 5pm**)

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)	15 points
Social Welfare & Mutual Aid Paper	25 points
Peer Teach-In	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://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 24 hours before a due date if you would like to request an extension. **Otherwise, I will need to deduct 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.

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.

COURSE OVERVIEW

1. **Focus Area 1:** History of the US social welfare system and the development of the social work profession (Weeks 2–4)
2. **Focus Area 2:** The present-day social welfare policy landscape, theories & frameworks, institutions & structures, and policy analysis (Weeks 5–8)
3. **Focus Area 3:** Envisioning, designing, & advocating for social justice-oriented policy change(Weeks 9–11)

COURSE OUTLINE

<p>Week 1: Jan 15</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Intro & overview • Policy & ethics • Public policy, social policy and social welfare policy <p>Readings: No assigned readings</p>	
<p>Week 2: Jan 22</p>	<p>Topics:</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>Readings: 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>Recommended/Supplemental: VCU Libraries Social Welfare History Project at https://socialwelfare.library.vcu.edu Under "Eras" dropdown, explore relevant periods</p> <ul style="list-style-type: none"> • Colonial and Post-Revolutionary America (<i>African Union Society, Free African Society, Poor Relief and the Almshouse</i>) • Slavery (<i>Disability and the Justification of Inequality in American History, Freedmen's Bureau, Dred Scott v Sandford, The Underground Railroad</i>) • Antebellum (<i>Brief History of Government Charity in New York, Social Darwinism and the Poor, Women and Nineteenth-Century Reform, Women's Suffrage: The Movement</i>) • World War I and the 1920s (<i>Child Welfare League History, Community Organization, Menace of Racial and Religious Intolerance, The Individual Approach:1915, What is Professional Social Work?</i>) 	
<p>Week 3: Jan 29</p>	<p>Topics:</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; Social work in the 21st century welfare state <p>Readings: Popple, P.R. (2018). <i>Social work practice and social welfare policy in the United</i></p>	

	<p><i>States. A history.</i> New York, NY: Oxford University Press. (Chapter 13, “Social work in the conservative 21st century welfare state,” pp. 340–364)</p> <p>Videos: <i>The New Deal in Three Minutes</i> at https://youtu.be/WvcWeNf9g6A</p> <p><i>Fight of the Century: Keynes vs. Hayek, Round Two</i> at https://youtu.be/GTQnarzmTOc</p> <p>Recommended/Supplemental: VCU Libraries Social Welfare History Project. https://socialwelfare.library.vcu.edu</p> <p>Under “Eras” dropdown, explore relevant periods</p> <ul style="list-style-type: none"> • The Great Depression (<i>A Synopsis of the Great Discussion, Case Work in the Administration of Public Relief: 1935, Child Labor: Children at Work</i>) • World War II and the 1950s (<i>The G.I. Bill of Rights</i>) • New Deal (<i>African Americans and the Civilian Conservation Corps, Civilian Conservation Corps/Civilian Conservation Core Accomplishments, Social Security: The Roosevelt Administration, The New Deal and the Negro, The New Deal Part II</i>) • The Civil Rights Era (<i>Civil Rights Act of 1964, Jim Crow Laws and Racial Segregation, National Association for the Advancement of Colored People, The Voting Rights of Act 1965, Tuskegee Syphilis Experiment</i>) • The 1970s and Beyond (<i>Conservative Transition in American Social Policy, The 1970s as a Policy Watershed</i>) 	
<p>Week 4: Feb 5</p>	<p>Topics</p> <ul style="list-style-type: none"> • Social welfare for marginalized & excluded groups: Mutual aid <p>Readings for everyone:</p> <p>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>Spade, D. (2020). Solidarity not charity: Mutual aid for mobilization and survival. <i>Social Text</i>, 38(1), 131-151 (Read pp. 136–140).</p> <p>Video: 8 Black Panther Party programs that were more empowering than federal government programs</p> <p><i>Also:</i> 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>Recommended/Supplemental:</p> <p>Steps, R. (Producer). (2018, June 27). <i>Support your community (Mutual aid)</i>. [Audio podcast]. https://www.stitcher.com/show/rebel-steps/episode/s1e5-support-your-community-mutual-aid-55103630</p>	<p>Peer teach-in day</p>

	<p>Peer teach-in readings:</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. 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. doi:10.1215/23289252-7771723</p> <p>Poyaoan, J. (2013, August 21). <i>How lending circles create community resilience</i>. Shareable. https://www.shareable.net/how-lending-circles-create-community-resilience</p> <p>Seebohm, P., et al. (2013). The contribution of self-help/mutual aid groups to mental well-being. <i>Health and Social Care in the Community</i>, 21(4), 391-401.</p> <p>Spade, D. (2020). Solidarity not charity: Mutual aid for mobilization and survival. <i>Social Text</i>, 38(1), 131-151 (Read pp. 136-147).</p>	
<p>Week 5: Feb 12</p>	<p>Topics:</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>Jansson, B.S. (2019). <i>Social welfare policy and advocacy. Advancing social justice through 8 policy sectors</i>. Thousand Oaks, CA: Sage. (Read Chapter 9, pp. 239-266)</p> <p>Reeves, R.V. (2015, September 2). Two anti-poverty strategies (Op-ed). <i>Brookings</i>. https://www.brookings.edu/opinions/two-anti-poverty-strategies/</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</i>, 21(2), 195-203.</p> <p>Recommended/Supplemental:</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> (pp. 22-46)</p>	
<p>Week 6: Feb 19</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Social welfare benefits overview & eligibility case studies <p>Overviews of SSI, SSDI, Medicare, Medicaid, SNAP, & Housing Assistance: 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>Medicaid Expansion:</p>	

	<p>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>SPENT Simulation: 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>Week 7: Feb 26</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Overview of the policy making process • Theories & frameworks: Social construction, moral panic, CRT <p>Readings for everyone:</p> <p>Barrick, A., & Worsham, J. (2020). Issue framing, entrepreneurship, and the passage of the Violence Against Women Act. <i>Journal of Policy Practice and Research</i>, 1, 137–148.</p> <p>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. Read: Introduction</p> <p>Video: Overview of the public policy making process: The stages model (Available in Sakai)</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</i>, 35(3), 100–113.</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</i>, 104(2), 250–280.</p> <p>Toft, J., & Lightfoot, E. (2020). Speaking of rights and duties: Implying mothers’ citizenship in the US Congressional welfare reform debate. <i>Journal of Policy Practice and Research</i>, 1, 178–194.</p>	<p>Peer teach-in day</p>
<p>Week 8: Mar 5</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Policy analysis • Rational and critical models of policy analysis 	<p>Peer teach-in day</p>

	<p><u>Readings for everyone:</u> Please review the slides on policy analysis.</p> <p>Diem, S., Young, M. D., Welton, A. D., Cumings Mansfield, K., & Lee, P-L. (2014). The intellectual landscape of critical policy analysis. <i>International Journal of Qualitative Studies in Education</i>, 27(9), 1068 – 1090. (Read pp. 1069–1073)</p> <p><u>Peer teach-in readings:</u> 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>Hasson, R. G. III, Crea, T. M., McRoy, R.G., & Lê, Â. H. (2019). Patchwork of promises: A critical analysis of immigration policies for unaccompanied undocumented children in the United States. <i>Child & Family Social Work</i>, 24, 275–282.</p> <p>Marmo, S. M., & Lane, S. R. (2020). Social justice and advanced cancer patients: An analysis of key policies. <i>Journal of Policy Practice and Research</i>, 1, 37–54.</p> <p>Miller, V. J., & Hamler, T. (2019). A value-critical policy analysis of the nursing home reform act: A focus on care of African American and Latino residents. <i>Social Work in Health Care</i>, 58(5), 471–493.</p>	
March 12, Wellness Day (No Class)		
<p>Week 9: Mar 19</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Policy & institutional oppression: How social policy reproduces & deepens – but also has the potential to disrupt -- systemic oppression • Racial oppression and social welfare policy <p><u>Readings:</u> Coates, T.-N. (2014). The case for reparations. <i>Atlantic</i>, 313(5), pp. 54-71.</p> <p><u>The following readings will be divided amongst students and discussed in Weeks 9 & 10:</u> Gundanna, A., & Yoshioka, M. R. (2020). Social exclusion as a form of regulation: Experiences and lessons learned in the New York Asian American community. In J. H. Schiele (Ed.), <i>Social welfare policy: Regulation and resistance among people of color</i> (pp. 135–151). San Diego, CA: Cognella.</p> <p>Magaña, L. (2020). Fear of calling the police: Regulation and resistance around immigration enforcement activities. In J. H. Schiele (Ed.), <i>Social welfare policy: Regulation and resistance among people of color</i> (pp. 74–88). San Diego, CA: Cognella.</p> <p>Teasley, M. (2020). Black male education and criminalization in the United States:</p>	

	<p>Racial regulation and resistance. In J. H. Schiele (Ed.), <i>Social welfare policy: Regulation and resistance among people of color</i> (pp. 209–223). San Diego, CA: Cognella.</p> <p>Weaver, H. N. (2020). “A cruel and surreal result”: Restrictions on indigenous spirituality in the land of the free. In J. H. Schiele (Ed.), <i>Social welfare policy: Regulation and resistance among people of color</i> (pp. 30–48). San Diego, CA: Cognella.</p> <p>Podcasts: <i>Black families matter: 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>Week 10: Mar 26</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Targeted universalism as a framework for social justice-oriented policy change • Policy resistance <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, Berkeley. Retrieved from https://belonging.berkeley.edu/targeteduniversalism (Note: This website has loads of helpful written & video resources. We will identify the most helpful/recommended ones!)</p> <p>Ritter, A., Hughes, C. E., Lancaster, K., & Hoppe, R. (2018). Using the advocacy coalition framework and multiple streams policy theories to examine the role of evidence, research and other types of knowledge in drug policy. <i>Addiction</i>, 113, 1539–1547.</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>	
April 2, Holiday (No Class)		
<p>Week 11: April 9</p>	<p>Topics:</p> <ul style="list-style-type: none"> • The policy implementation & policy advocacy through a social justice lens <p>Readings for everyone: Please review the policy implementation and policy advocacy slides.</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>Peer teach-in readings: 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>Peer teach-in day</p>

	<p>Castro Baker, A., Hillier, A., & Perry, M. (2020). Street-level bureaucrats and intersectional policy logic: A case study of LGBTQ policy and implementation barriers. <i>Journal of Policy Practice and Research</i>, 1, 96–112.</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>Smith, B. D. (2017). Reproductive justice: A policy window for social work advocacy. <i>Social Work</i>, 62(3), 221–226.</p>	
Week 12: April 16	Work session for final projects	
Week 13: April 23	Policy presentations	
Week 14: April 30	Policy presentations; Course wrap-up	