

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



SCHOOL OF SOCIAL WORK

**Course Number:** SOWO 732  
**Course Title:** 20-Month Advanced Standing Bridge Course: Social Welfare Policy & Institutional Oppression Module  
**Semester and Year:** Spring 2021  
**Time and Location:** January 11 to March 8, 2:00 pm to 4:50 pm  
**Instructor:** Laurie Selz Campbell, MSW, CPRP  
Clinical Associate Professor  
**Email Address:** [lauriesc@unc.edu](mailto:lauriesc@unc.edu)  
**Phone:** 919-641-7141 (text or call)  
**Office Hours:** Monday from 12:30 to 1:30 or by appointment

**COURSE DESCRIPTION**

This module addresses foundational understandings of social welfare policies and the institutional oppression of marginalized groups, focusing on core theoretical frameworks and policy analysis skills.

**COURSE OBJECTIVES**

Upon completion of the course, students should be able to:

1. List the core tenets of social construction theory, explaining their relevance to the understanding of social welfare policy and institutional oppression
2. List the core tenets of critical race theory, queer theory, and critical disability theory, explaining their relevance to the understanding of social welfare policy and institutional oppression
3. Describe a process of policy analysis that integrates structural, ideological, justice/equity, and anti-oppression perspectives
4. Conduct a substantive analysis of a social welfare policy, culminating in recommendations for policy change that are consistent with the NASW Code of Ethics.

**READINGS**

All readings will be posted on Sakai under "Resources."

**TEACHING METHODS AND EXPECTATIONS**

**Structure:**

Class will be conducted via Zoom (for synchronous activities) and Sakai (for asynchronous activities). You will receive a more detailed outline of these activities for each week, but basically, you can expect the following:

1. We will limit our zooming to no more than 1.5 to 2 hours per class session (with a break in the middle, I promise!). During this time, we will focus on discussion and small group activities. My plan is to 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 or podcasts 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 ... 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 is a great way to provide support and reinforcement to one another, but it can also 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 challenges to all of us as learners (and teachers!). There may be challenges related to health/mental health; to economic security; to having many people, with competing needs, together in one space; and finally, challenges related to 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, 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,

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. In light of this, I will ask that we 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 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.

### **ASSIGNMENT DESCRIPTIONS**

The following is a brief description of the assignments, with further detail as well as scoring rubrics posted under Assignments on the Sakai menu:

#### ***Social Construction Exercise***

***Due Feb. 1***

This exercise/worksheet will walk you through the process of applying the social construction framework (and its implications) to a population of your choosing.

#### ***Critical Race Theory Exercise***

***Due Feb. 8***

This exercise/worksheet will walk you through the process of identifying the tenets of critical race theory that are evident in a recent governmental publication (to be provided).

#### ***Video Resource Analysis***

***Due: Ongoing***

You will receive a list of links to various documentaries and/or interviews and will view one of these of your choosing. You will then post your reactions and reflections on a Sakai Discussion Forum for the benefit of your peers who may wish to view them at a later time!

#### ***Critical Analysis of a Social Welfare Policy***

***Due: March 8***

This final assignment will give you the opportunity to (a) research a social welfare policy that disproportionately impacts a vulnerable, excluded, or marginalized group of your choosing, (b) conduct a critical analysis of that policy, and (c) suggest recommendations for social justice-oriented policy change. You will have choices regarding the format of the assignment, which may include individual or dyad work, and may take the form of an information brief or a PowerPoint presentation of about 20 minutes that will be shared on the last day of class.

### **GRADING SYSTEM:**

Points will be assigned as follows:

Engagement/participation	10 points
Social construction exercise	20 points
Critical race theory exercise	20 points
Video resource analysis	15 points
Critical analysis of social welfare policy	<u>35 points</u>
Total	100 points

Grades are assigned as follows:

H	100 – 94
P	93 – 74
L	73-70
F	69 or below

### **EXPECTATIONS FOR WRITTEN ASSIGNMENTS**

You are expected to adhere to scholarly writing guidelines and to use APA formatting in all of your written work (unless otherwise specified). Please use the resources available to you to ensure your success in this area. The web sites listed below provide additional information:

- <http://ssw.unc.edu/students/writing> (resources from the School of Social Work, including an APA quick reference guide)
- <http://www.apastyle.org/apa-style-help.aspx> (APA Style basics)
- [http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html) (general information about APA style). You are also encouraged to review the section on plagiarism, as it constitutes academic dishonesty and will have significant consequences.

**A note on writing support:** Clear, cogent writing is an essential skill for social work professionals. 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](mailto: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. 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**

The Student Honor Code is always in effect in this course. The Instrument of Student Judicial Governance (<http://instrument.unc.edu/>) requires that you vouch for your compliance on all your written work. You must write the following pledge in full on each document title page: "I have neither given nor received any unauthorized assistance on this assignment." Sign and date it. Students are also strongly encouraged to review the section on plagiarism carefully. All instances of academic dishonesty will result in disciplinary measures pre-established by the School of Social Work and the University.

### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

UNC 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. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, or 919-962-8300 or Email; - [accessibility@unc.edu](mailto:accessibility@unc.edu). A student is welcome to initiate the registration process at any time, however, the process can take time. ARS is particularly busy in the run-up to Finals and during Finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester. Please contact ARS as early in the semester as possible.

### **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](http://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](mailto:adrienne.allison@unc.edu)), Report and Response Coordinators (Ew Quimbaya-Winship, [eqw@unc.edu](mailto:eqw@unc.edu); Rebecca Gibson, [rmgibson@unc.edu](mailto:rmgibson@unc.edu); Kathryn Winn [kmwinn@unc.edu](mailto: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](mailto:cassidyjohnson@unc.edu); Holly Lovern, [holly.lovern@unc.edu](mailto:holly.lovern@unc.edu)) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://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](mailto: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/>.

**SCHEDULE OF CLASSES & READINGS**

Date & Topics	Readings & Assignments
<p><b>Class 1</b> <b>January 11</b></p> <p>Course overview</p>	<p>No readings!</p>
<p>January 18: No Class in Honor of MLK Day</p>	
<p><b>Class 2</b> <b>January 25</b></p> <p>Overview of the US Social Welfare System &amp; Social Workers' Actual &amp; Potential Roles</p> <p>Theories &amp; Frameworks:</p> <ul style="list-style-type: none"> <li>• Social construction</li> <li>• Moral panic</li> </ul>	<p><b><u>Overview of the US social welfare system:</u></b> <i>Note: Review as needed to familiarize yourself with the big picture.</i></p> <p>Jimenez, J., Pasztor, E. M., Chambers, R. M., &amp; Fujii, C. P. (2014). <i>Social policy and social change: Toward the creation of social and economic justice (2<sup>nd</sup> edition)</i>. Thousand Oaks, CA: Sage. <b>Read:</b> Ch. 2: <i>The Nature of Social Policy</i>.</p> <p>NPR's material on outcomes of 1996 welfare reform: <a href="http://www.npr.org/2016/08/22/490245470/20-years-since-welfares-overhaul-results-are-mixed">http://www.npr.org/2016/08/22/490245470/20-years-since-welfares-overhaul-results-are-mixed</a></p> <p><b><u>Social workers' roles in the social welfare system:</u></b> Kivel, P. (2000). <i>Social service or social change? Who benefits from your work?</i> Retrieved from <a href="https://www.racialequitytools.org/resourcefiles/SocialServicesorSocialChange.pdf">https://www.racialequitytools.org/resourcefiles/SocialServicesorSocialChange.pdf</a></p> <p><b><u>Theories &amp; frameworks:</u></b> Ingram, H. M. &amp; Schneider, A. L. (2005). Introduction: Public policy &amp; the social construction of deservedness. In A. L. Schneider &amp; H. M. Ingram (Eds.), <i>Deserving and entitled: Social constructions and public policy</i> (pp. 1-34): SUNY Press. <b>(Note: Have your nifty Social Construction in 1 Page handout nearby!)</b></p> <p>Eversman, M., &amp; Bird, J. (2017). Moral panic &amp; social justice: A guide for analyzing social problems. <i>Social Work</i>, 62(1), 29-36.</p> <p><b><u>In addition, please choose ONE of the following:</u></b> 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 and US military policy. <i>Journal of Homosexuality</i>. <a href="https://doi-org.libproxy.lib.unc.edu/10.1080/00918369.2020.1717838">https://doi-org.libproxy.lib.unc.edu/10.1080/00918369.2020.1717838</a> <b>(note: focus on pp. 10-18)</b></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. <a href="https://doi-org.libproxy.lib.unc.edu/10.1086/702415">https://doi-org.libproxy.lib.unc.edu/10.1086/702415</a></p>

Date & Topics	Readings & Assignments
<p><b>Class 3</b> <b>February 1</b></p> <p>Theories &amp; Frameworks:</p> <ul style="list-style-type: none"> <li>• Critical race theory &amp; scientific racism</li> <li>• Related critical theories</li> <li>• Mutual aid</li> </ul>	<p><b><u>Mutual aid:</u></b> Carlton-LaNey I. (1999). African American social work pioneers' response to need. <i>Social Work</i>, 44(4), 311–321.</p> <p>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 <a href="https://atlantablackstar.com/2015/03/26/8-black-panther-party-programs-that-were-more-empowering-than-federal-government-programs/">https://atlantablackstar.com/2015/03/26/8-black-panther-party-programs-that-were-more-empowering-than-federal-government-programs/</a></p> <p><b><u>Critical race theory &amp; scientific racism:</u></b> Dennis, R. M. (1995). Social Darwinism, scientific racism, and the metaphysics of race. <i>The Journal of Negro Education</i>, 64(3), 243-252. <a href="https://doi.org/10.2307/2967206">doi:10.2307/2967206</a></p> <p>Feagin, J., &amp; Bennefield, Z. (2014). Systemic racism &amp; U.S. health care. <i>Social Science &amp; Medicine</i>, 103, 7-14.</p> <p>Kolivoski, K. M., Weaver, A., &amp; Constance-Huggins, M. (2014). Critical race theory: Opportunities for application in social work practice &amp; policy. <i>Families in Society</i>, 95(4), 269–276.</p> <p><b><u>Optional readings:</u></b> Annamma, S. A., Connor, D. &amp; Ferri, B. (2012). Dis/ability critical race studies (DisCrit); Theorizing at the intersections of race and dis/ability. <i>Race Ethnicity and Education</i>, 16(1), 1 -31.</p> <p>Goodrich, K. M., Luke, M., &amp; Smith, A. J. (2016). Queer humanism. <i>Journal of Humanistic Psychology</i>, 56(6), 612–623.</p>
<p><b>Class 4</b> <b>February 8</b></p> <p>Policy analysis through a social justice lens</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 &amp; Social Work</i>, 31(2), 257–262. <a href="https://doi-org.libproxy.lib.unc.edu/10.1177/0886109915592668">https://doi-org.libproxy.lib.unc.edu/10.1177/0886109915592668</a></p> <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>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., <a href="https://www-doi-org.libproxy.lib.unc.edu/10.4135/9781452275185.n1">https://www-doi-org.libproxy.lib.unc.edu/10.4135/9781452275185.n1</a> <b>(Note: Feel free to enjoy the entire chapter, but we will focus on pp. 5-15)</b></p> <p>In addition, please remember to view the annotated PowerPoint slides on policy analysis.</p>
<p>February 15 No Class: Wellness Day</p>	



Date & Topics	Readings & Assignments
<p><b>Class 5</b> <b>February 22</b></p> <p>Policy change through a social justice lens</p>	<p>Coates, T.-N. (2014). The case for reparations. (cover story). <i>Atlantic</i>, 313(5), pp. 54-71.</p> <p>powell, j., Menendian, S. &amp; Ake, W. (2019). <i>Targeted universalism: Policy &amp; practice</i>. Haas Institute for a Fair and Inclusive Society, University of California, Berkeley. Retrieved from <a href="https://belonging.berkeley.edu/targeteduniversalism">https://belonging.berkeley.edu/targeteduniversalism</a> <b>(Note: This website has loads of helpful written &amp; video resources. We will identify the most helpful/recommended ones!)</b></p> <p>Selections from Grassroots Policy Project (n.d.). <i>Race, Power, &amp; Policy</i>. Retrieved from <a href="https://www.racialequitytools.org/resourcefiles/race_power_policy_workbook.pdf">https://www.racialequitytools.org/resourcefiles/race power policy workbook.pdf</a></p>
<p><b>Class 6</b> <b>March 1</b></p>	<p>No assigned readings – please use the time to work on your policy analyses &amp; to have consultations with Laurie</p>
<p><b>Class 7</b> <b>March 8</b></p>	<p>Sharing of policy analyses with peers</p>