

CUA



**THE CATHOLIC UNIVERSITY OF AMERICA**

*National Catholic School of Social Service*

*Washington, DC 20064*

**SSS 890**

**Analysis and Critique of Social Welfare Policy Models**

**(3 credits)**

**Fall, 2009**

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**I. COURSE PURPOSE:**

This course is designed to expand and enrich the students' basic understanding of social welfare policies in the United States—its historical background, and the roles and functions of social workers in relation to that development. Building on knowledge and experience gained from master's level studies and the practice of social work, this course provides participants with the opportunity to explore the relationship between social work values, societal values, alternative social philosophies, and contemporary social policies designed to support and protect individuals, families and communities. The competing influences of political, economic, legal, religious and public media systems as well as the influence of social science research on policy formulation will be considered. Although primary emphasis in this course will be placed on domestic policies and their impact on intended target populations, attention will be given to new and emerging issues surrounding human rights, globalization and the impact of United States policies on the world order.

More specifically, this course explores the re-emergence of familiar policy themes from earlier eras, noting their rationale and critiquing their application to the contemporary situation. It examines the social values and philosophies that underlie contemporary social policies and critiques the purpose, scope, focus, internal consistency, and key concepts of traditional and emerging conceptual frameworks that have been constructed to examine social policies. Students are encouraged to read substantive social work and interdisciplinary policy materials in their fields of interest, such as family and child welfare, health/behavioral health, refugee resettlement, gerontology, housing, etc.

**II. EDUCATIONAL OBJECTIVES:**

**By the completion of the course, students will demonstrate:**

1. awareness of historical and contemporary societal factors that foster as well as deter the social well-being of individuals, families, and communities;

2. understanding of the role of social policy as both an instrument of societal organization as well as an expression of the multiple and competing goals and social philosophies of a society;
3. knowledge of the influence of political, economic, legal, religious systems, the public media, emerging forms of social networking, and social science research on social policy formulation;
4. understanding of traditional and emerging conceptual frameworks for analyzing social policies;
5. a working knowledge of the process of policy development;
6. a critical understanding of the role of social services as part of the operational programming of social policies.
7. appreciation of the importance of human rights as a basis for social policy and world order;
8. a grasp of the benefits as well as risks of American social welfare policies and programs on global development;
9. awareness of the importance of culturally sensitive social policies and programming;
10. sensitivity to the historical and contemporary impact of policy choices and social planning on people of color, women, children, seniors, and populations at risk;
11. ability to critique and compare the adequacy of social policy frameworks in terms of their descriptive and analytic power;
12. skill in selecting and applying alternative policy concepts and conceptual frameworks to the assessment of established and developing social welfare policies; and,
13. competence in locating and applying conceptual and empirical data from the social and behavioral sciences as well as from interdisciplinary contexts to policy analysis.

### **III. COURSE REQUIREMENTS:**

- A. Required Texts:** Required texts may be purchased at the CUA bookstore and can be

accessed through the Mullen Library. Periodical readings can be accessed through the Electronic Journal Title Finder and the Electronic Journal Collections located on the WEB.

Howlett, M. & Ramesh, M. (2003). Studying public policy: Policy cycles and policy subsystems. Ontario, Canada: Oxford University Press.

Midgley, J.; Tracy, U.B.; Livermore, M.L.,Eds. (2009). Handbook of social policy. Second Edition Berkeley, Ca: Sage.

Sabatire, P. A., Ed. (2007). Theories of the policy process. Second Edition. Boulder, Colorado: Westview Press.

Trattner, W.I. (1989). From poor law to welfare state: A history of social welfare in America. NY: Free Press.

#### **B. Recommended Texts:**

Broussard, A.C. & Joseph, A.L. (2009). Family poverty in diverse contexts. NY: Routledge.

Jomenez, J. (2010)/ Social policy and social change. Thousand Oaks, Ca.: Sage Publications.

Nadasen, P.; Mittelstadt, J. & Chappell, M. (2009). Welfare in the United States. NY: Routledge.

#### **C. Internet Resources**

The rise of global information technology has revolutionized the research process and has changed the nature of social policy analysis and policy practice. The World Wide Web allows organizations to gather policy information quickly and disseminate information to a wide audience. Thus, the task of policy research becomes far easier than was previously possible and students can consult an impressive range of internet resources when exploring policy issues. Government organizations, such as the Census Bureau ([www.census.gov](http://www.census.gov)), the General Accounting Office ([www.gao.gov](http://www.gao.gov)), the U.S. Senate ([www.senate.gov](http://www.senate.gov)), the U.S. House of Representatives ([www.house.gov](http://www.house.gov)), the Department of Health and Human Services ([www.dhhs.gov](http://www.dhhs.gov)) and the Administration for Children and Families ([www.acf.dhhs.gov](http://www.acf.dhhs.gov)) provide information and statistics. Policy organizations, such as the Brookings Institute ([www.brook.edu](http://www.brook.edu)), the Rand Corporation ([www.rand.org](http://www.rand.org)), and the Urban Institute ([www.urban.org](http://www.urban.org)) provide substantial amounts of data and analysis on-line. There are also large sites that combine materials from many organizations such as the Electronic

Policy Network ([www.epn.org](http://www.epn.org)) and Handsnet ([www.handsnet.org](http://www.handsnet.org)), and Citizens for Tax Justice ([www.ctj.org](http://www.ctj.org)). The Library of Congress houses the Thomas site (<http://thomas.loc.gov>) that provides on-line copies of all proposed legislation. Religious groups such as the World Council of Churches ([www.worldcouncilofchurches.org](http://www.worldcouncilofchurches.org)) and the United States Catholic Bishops ([www.uscatholicbishops.org](http://www.uscatholicbishops.org)) and Catholic Charities U.S.A. ([www.ccusa.org](http://www.ccusa.org)) are active in the policy advocacy community and make their positions available through their websites. Students are expected to consult the above sources regularly on topics of relevance to the course and to their particular policy interests.

#### **D. Classical Social Policy Texts**

- Asen, R. (2002). Visions of poverty: Welfare policy and political imagination. East Lansing, Michigan: Michigan State University Press.
- DiNitto, D. (2000). Social Welfare: Politics and policy (5th ed.). Needham Heights, MA: Allyn & Bacon.
- Dolgoff, R. & Feldstein, D. (2000). Understanding social welfare. (5<sup>th</sup> Ed.) NY: Longman.
- Epstein, W. M. (2002). American policy making: Welfare as ritual. Lanham, Md.: Rowman & Littlefield Publishers, Inc.
- Everett, J.E., Chipungu, S.S., & Leashore, B.R. (1997). Child Welfare: An Africentric perspective. New Brunswick, NJ: Rutgers University Press.
- Gil, D. (1990) Unraveling Social Policy (Revised 4th edition). Rochester, Vermont: Schenkman Books Inc.
- Gilbert, N. & Specht H. (1986) Dimensions of social policy. (2nd Ed.) Englewood Cliffs: Prentice-Hall, Inc.
- Ginsberg, L.N. (1998). Conservative social welfare policy: A description and analysis. Chicago: Nelson-Hall.
- Glazer, N. (1988). The limits of social policy. Cambridge, MA: Harvard U Press.
- Kahn, A. (1969). Theory and practice of social planning. New York: Russell Sage Co.
- Kahn, A. (1979). Social policy and social services. (2<sup>nd</sup> Ed.) NY: Random House.
- Karger, H.J. & Stoesz, D. (2002). American social welfare policy: A pluralist

approach. (4<sup>th</sup> Ed.) NY: Allyn & Bacon.

Moynihan, D.P. (2000). Miles to go: A personal history of social policy. Cambridge, MA: Harvard University Press.

Piven, F.F. & Cloward, R.A. (1971) Regulating the poor. NY: Random House.

Prigmore, C. & Atherton, C. (1979). Social welfare policy analysis and formulation. Lexington, MA: Heath.

Schorr, L. (1997). Common purpose: Strengthening families and neighborhoods to rebuild America. NY: Doubleday.

#### **D. Course Assignments**

1. **Required readings** are to be read in preparation for the class for which they are assigned. Recommended readings are intended to supplement the class content and may be particularly helpful for class assignments. At times, students will be asked to provide class briefings on particular readings.
2. By the **2<sup>nd</sup> class session**, each student is required to present a learning plan for the course. It should include: 1) a self assessment of their current knowledge and experience on the state-of-the-art in social policy analysis (see self-assessment tool); 2) a short discussion of your particular areas of interest with respect to the course content; 3) a statement of your personal learning goals for the course; and, 4) a preliminary (non-binding) identification of the policy you intend to analyze for your final assignment. The purpose of developing this preliminary plan is to aid the student and instructor in articulating reasonable course expectations and in locating appropriate resources that will be needed throughout the course to accomplish the students' learning goals.
3. A **mid-term take home examination** will be distributed following **Class 6** focusing on the student's understanding of the content covered in the syllabus to that point in the course. It will consist of short answer definitions of terms, brief essays, and a critical analysis of selected aspects of a contemporary social policy germane to the interests of the social work profession. Students are expected to return the exam to the instructor within one week, unless an alternate date is negotiated **in advance**.
4. A final **policy analysis paper** on an area germane to the interests of the student and the social work professional using a systematic framework for policy analysis (see guidelines for policy analysis paper) will be due at the beginning of

**Class 12.** This major analytic work will be accompanied by an Executive Summary that will be shared with the class in the final seminar sessions.

## **E. CLASS EXPECTATIONS**

### **Scholastic Expectations:**

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should demonstrate communication ability consistent with graduate level performance, reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and be carefully proofread by the student before submission to the instructor for grading.

### **Academic Honesty:**

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and Appropriate Program Handbooks.

### **Accommodations:**

Students with physical, learning, psychological or other challenges wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations of an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

## **E. Grading**

1. The University graduate grading system will be applied (see the NCSSS Bulletin). The grade for the course will be based on the extent to which the student meets the course educational objectives as demonstrated by class participation, use of theoretical and empirical content, and completion of required assignments.

Attendance and participation	20%
Mid-term Examination	20%
Seminar Briefings	20%
Scholarly Policy Analysis Paper	40%

2. It is expected that students will demonstrate communication skills consistent with the NCSSS graduate education standards. All written work should reflect the original thinking of the writer, site references where material is quoted or adapted from existing sources, adhere to APA format and should be carefully proof read by the student before submission to the instructor for grading.

## **G. Course and Instructor Evaluation:**

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at <http://evaluations.cua.edu/evaluations> using your CUA username and password. Additional informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to special requests. These evaluations will serve as a basis for ongoing course revisions.

### **SCHEDULE OF CLASSES**

- Class 1      Social Policy and Social Well-Being**  
 Course Overview and Class Planning  
 The nature of social policy—as a philosophical concept, process, product, and framework for action  
 Constitutional foundations of social policy
- Required Readings
- Koff, T.H. & Park, R.W. (1999). Chapter 1. Constitutional Foundations, Chapter 2. Making Policy in the United States. In Aging public policy: Bonding the generations (2<sup>nd</sup> Ed.) Amityville, NY: Baywood Publishing Company, Inc., pp. 3-44.
- Midgley, J.; Tracy, U.B.; Livermore, M.L.,Eds. (2009). Handbook of social policy. Berkeley, Ca: Sage. Part I: The nature of Social Policy, pp. 1-100.
- Recommended Reading  
 Linhorst, D.M. (2002). Federalism and social justice: Implications for social work. Social Work, 47 (3), 201-208.
- Class 2, 3      The Evolution of American Social Welfare Policy: Historical Concepts/ Recurrent Themes**
- (Policy Self Assessment Indicator and Initial Learning Plan due Class 2.)*
- European Antecedents  
 Colonial America through the Civil War  
 The Progressive Era  
 Depression and the New Deal  
 The Great Society Period  
 War on the Welfare State

*(Drawing from the work of Trattner and from Midgely and other relevant sources, students will prepare briefings for class presentation on the above historical periods. See class handout, "Framework for Analyzing the Development of American Social Welfare Policy.")*

### Required Reading

Platt, A. & Cooreman, S. (Spring 2001). A multicultural chronology of welfare policy. Social Justice, 28 (1), 91-137.

### Read Selectively

Midgley, J.; Tracy, U.B.; Livermore, M.L.,Eds. (2009). Handbook of social policy. Berkeley, Ca: Sage. Part II: The History of Social Policy, pp. 101-178.

Trattner, W. I. (1999) Chapters 1 through 5, 10 through 16. In From poor law to welfare state. (6<sup>th</sup> Ed). NY: The Free Press, pp. 1-362.

### Recommended Readings

DeSchweinitz, K. (1943). England's road to social security. Philadelphia: U. of Pennsylvania Press.

Moynihan, D. P. (1996). Introduction, Chapter 1. Three decades of *The Public Interest*, Chapter 6. The Coming of age of American social policy. In Miles to go: A personal history of social policy. Cambridge, Mass: Harvard University Press, pp. 1-64, 212-225.

Tierney, B. (1959). Medieval poor law. Berkeley, Ca: University of California Press.

## **Class 4, 5, 6 The Policy Process and Social Change: Competing Philosophical and Theoretical Perspectives**

Overview and critique of key political philosophies

Rationality and the use of the Behavioral and Social Sciences

Alternate Theories of the Social Policy Process

*(Students will prepare briefings for class presentation on selected theories of the policy process.)*

### Required Readings:

Howlett, M. & Ramesh, M. (1995). Chapter 1. Policy Science and Political Science, Chapter 2. Approaches to Public Policy. In Studying public policy. Ontario, Canada: Oxford University Press, pp. 1-48.

Schlager, E. "A Comparison of Frameworks, Theories, and Models of Policy Processes." In Sabatire, P. A., Ed. (2007). Theories of the policy process. Boulder, Colorado: Westview Press, pp. 233-260.

Read Selectively:

Sabatire, P. A., Ed. (2007). Theories of the policy process. Boulder, Colorado: Westview Press. Parts 2, 3, 4, pp. 21-261.

Recommended Readings

Dinitto, D. (2000). Chapter 2. Government and Social Welfare in Social Welfare: Politics and Public Policy. Needham Heights, MA: Allyn & Bacon, pp. 32-63.

Epstein, W.M. (2002). Introduction, Chapters 1, 2., 6, 7. In American policy making: Welfare as ritual. Lanham, Md.: Rowman & Littlefield Publishers, Inc., pp. 1-90,151-220. .

Ginsberg, L. (1994). Understanding social problems, politics, and programs. Columbia, SC: Columbia USC Press. Pp. 143-178.

Gil, D. (1990). Toward a theory of social policy: Unraveling Social Policy. 4<sup>th</sup> ed. Rochester, VT: Schenkman Books, Inc. Pp. 13-64.

Gilbert, N. & Specht, H. (1986). Dimensions of Social Welfare Policy. 2nd ed. Englewood Cliffs: Prentice- Hall, Inc.

Prigmore, C. S. & Atherton, C.R. (1979) Chapter 3 Social Welfare Policy: Analysis and Formulation. Lexington, MA: Heath.

**Mid-term Take Home Exam distributed at the end of Class 6.**

*(To be returned to instructor within one week, unless otherwise negotiated.)*

**Class 7, 8 Comparison and Critique of Contemporary Approaches to Social Policy**

*(Mid-term take home exam due Class 7, unless an alternative date is negotiated in advance.)*

Contributions and Critiques of selected social policy analytic models reflecting:

The Institutional Approach  
 Conservative Approaches  
 Critical Social Policy  
 Welfare Pluralism  
 Feminist Approaches  
 Multicultural Approaches  
 The Social Development Perspective  
 Environmental Policy

*Students are expected to read selectively from Part III. in Midgely & Livermore and from the Classical Social Policy texts listed in Section D of this outline in order to lead a seminar discussion on the core elements and critiques of a selected policy model (s). See class handout entitled, "Core Elements of Social Policy Models."*

Required Readings

Schlager, E. "A Comparison of Frameworks, Theories, and Models of Policy Processes." In Sabatire, P. A., Ed. (2007). Theories of the policy process. Boulder, Colorado: Westview Press, pp. 233-260.

**Class 9, 10 The Policy Process in Action**

Actors and Institutions in the Policy/Planning Process  
 Classification of Policy Instruments  
 The Policy/Planning Cycle

Required Reading

Howlett, M. & Ramesh, M. (2003). Part 2. Actors, Institutions, and Instruments, Part 3 The Public Policy Process, Part 4 Understanding Policy Change. In Studying public policy. Ontario, Canada: Oxford University Press, pp. 51-242.

**Class 11, 12 SOCIAL WELFARE POLICIES APPLIED TO SELECTED SOCIAL ISSUES AND SERVICES**

*(Students are expected to: 1) read selectively from Part IV. of Midgley, & Livermore, M.L.,Eds. (2009). Handbook of social policy. Berkeley, Ca:*

Sage; 2) *locate relevant supplemental material on two or more of the following areas; and 3) provide a class briefing on their findings.*)

Child and Family Welfare  
 Income Maintenance and Support  
 Employment Policy  
 Social Security  
 Social Policy and the Elderly  
 Social Policy and Health/Mental Health  
 Housing Policy  
 Social Policies for People with Disabilities  
 Education and Social Policy

*(Policy Analysis Paper is due by the close of Class 12 unless an alternative due date is negotiated in advance.)*

**Class 13. Globalization, Human Rights and Social Policy**

What are human rights?

Understanding the domestic and international impact of globalization

Human development in a global environment

Required Readings

Kahn, A. J. & Kamerman, S. B. "International Aspects of Social Policy." In Midgley, J.; Tracy, U.B.; Livermore, M.L.,Eds. (2009). Handbook of social policy. Berkeley, Ca: Sage, pp. 543-556.

United Nations (1994). Human Rights and Social Work: A manual for schools of social work and the social work profession. Geneva, Switzerland: Center for Human Rights, pp. 3-9; 20-47.

Recommended Reading

Midgely, J & Livermore, M. (2009). The future of social policy. In Handbook of social policy, pp. 557-570.

**Class 14 Student Policy Analysis Presentations and Class Evaluation**

*(Follow-up Policy Self Assessment Indicator due.)*

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