



THE CATHOLIC UNIVERSITY OF AMERICA
National Catholic School of Social Service
Washington, DC 20064

SSS 581
Social Welfare Policy and Services
Fall 2009
(3 credits)

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I. COURSE PURPOSE

The purpose of this required course is to provide students with an overview of social welfare policy and the history of the social work profession and to help them think critically about the factors that have influenced the development of social policy and services historically. Values and concepts important to an understanding of social policies and services will be presented within the context of historical and contemporary perspectives. The primary conceptual framework will be based on the ecological perspective and the focus of this course will be on vulnerable and displaced populations. To that end, students will be introduced to the historical development of institutional racism through social policy development and implementation.

By examining the history of social welfare and its values and concepts, students will begin to appreciate its influence on contemporary social policy and social service agency policy development. Students will also appreciate the importance of social welfare and the need to respect the diversity of populations in need when crafting policy solutions. The effects of policy and services are heavily considered in understanding social welfare policy and services.

II. EDUCATIONAL OBJECTIVES

At the completion of the course, the student should be able to:

1. To understand the historical and philosophical context of social welfare policy and services in the United States (i.e., the social, cultural, economic and political factors) which have shaped contemporary programs and services.

2. To understand the history of the social work profession and its role in advancing social and economic justice and human rights in the distribution of resources and services to vulnerable populations, especially women, children and people of color.
3. To appreciate the importance of policy practice to advance social and economic well-being.
4. To understand several definitions and concepts related to social welfare policy and how they are shaped by values and ethical considerations.
5. To understand the impact of discrimination and social stigma on the nature and causes of poverty.
6. To understand the extent to which historical practices and public policies widened social divisions that contribute to contemporary experiences of oppression.
7. To understand how social, cultural, economic, and political contexts shape social welfare policy development and policy practice.
8. To understand the structure and organization of social welfare programs and the U.S. governmental system within which organizations and the professions carry out as well as shape welfare policies, programs and services.
9. To develop an initial understanding of the underlying values that underpin international social welfare policy, especially the role of the social safety net.
10. To demonstrate the ability to apply social welfare concepts and critical analysis to historical and contemporary social welfare policies and services.
11. To demonstrate the ability to critically assess problems addressed by current and proposed social welfare policies.
12. To develop a further understanding of the legislative process, and the various actors and institutions involved in developing social policy.
13. To demonstrate the ability to critique testimony that advances a particular policy position.
14. To demonstrate the ability to critically analyze a social problem and the social, political, and economic factors that contributed to its development.

III. COURSE REQUIREMENTS

A. Required Texts

Trattner, W. (1999). *From poor law to welfare state: A history of social welfare in America* (6th ed.). New York: The Free Press.

Axinn, J., & Stern, M. (2008). *Social welfare: A history of the American response to need* (7th ed.). Needham Heights, MA: Allyn & Bacon.

Kingdon, J.W. (2003). *Agendas, alternatives, and public policies*. (2nd ed.). New York: Addison-Wesley Educational Publishers, Inc.

B. Recommended Texts

David, K. & Bent-Goodley (2004). *The color of social policy*. Alexandria, VA: CSWE Press.

Martin, J. M., & Martin E. P. (1985). *The helping tradition in the Black family and community*. Washington, DC: NASW Press.

Jansson, B. (2008). *Becoming an effective policy advocate: From policy practice to social justice* (5th ed.). Pacific Cove, CA: Brooks/Cole.

C. Course Assignments

1. **Issue Brief:** Each student will be required to submit a 2-3 page Issue Brief on the topic they have selected for their paper. Guidelines for the paper will be handed out in class. Papers are due Class 4.
2. **Testimony Paper:** Each student will be required to attend a public hearing at the federal, state, or local level on a social welfare problem or social policy issue. You will be required to critically reflect on the hearing itself, and select the testimony from one witness that you will critique based on the content and style of delivery, using material provided in class. This paper should not exceed five pages, and is due Class 7.
3. **Final Paper, Analysis of Contemporary Social Issue:** Students will be asked to prepare a 10-15 page analysis of a contemporary social issue. The final paper will give students the opportunity to examine how events unfold over a period of time and to critically analyze how the convergence of political, economic and social factors influence the development of social policy. Students will select a social issue and collect articles, and other information related to this topic throughout the semester. Students will then write a paper which critically analyzes the data collected in terms of the political, social, and economic environment and how those environmental factors shape the development (or lack thereof) of a social policy response to the problem. The final paper will be due Class 11.

4. **Final Exam.** Students will take a cumulative final exam during exam week.

D. Grading Policy

Issue Brief	10%
Testimony Paper	20%
Final Paper	25%
Final Exam	35%
Attendance and Participation	10%

E. 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 requests.

IV. CLASS EXPECTATIONS

A. Scholastic Expectations

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite 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.

B. 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.

C. Accommodations

Students with physical, learning, psychological or other disabilities 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 or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

D. Timeliness of Assignments

All assignments must be submitted on their due dates, with rare exceptions given at the discretion of the instructor. Papers will be marked down **5 points** for every day they are turned in late.

Class Schedule

Class Topic and Readings

- 1 **INTRODUCTION TO SOCIAL WELFARE POLICY AND SERVICES**
The functions of social welfare; definitions of social policy from various value lenses; the role of values in shaping social policy development. An introduction of the factors that influence agenda-setting in social policy. The role of social work values in shaping a social work policy perspective.

Required Readings

Day, P. (2000). Values in social welfare. In *A new history of social welfare* (3rd ed., pp. 1-29). Boston: Allyn and Bacon. (In CUA electronic reserves).

Day, P. (2000). The institution of social welfare. In *A new history of social welfare* (3rd ed., pp.30-54). Boston: Allyn and Bacon. (In CUA electronic reserves).

Trattner, W. (1999). The background (pp. 1- 14).

NASW Code of Ethics (Preamble) (Available at <http://www.naswdc.org/pubs/code/code.asp>)

Recommended Readings

Reisch (2002). Defining social justice in a socially unjust world. *Families in Society: Journal of Contemporary Human Services*, 83 (4), 343-354. (electronic journal collection)

- 2 **INTRODUCTION TO AGENDA-SETTING AND KEY ACTORS IN THE POLICY-MAKING PROCESS** Students will be introduced to Kingdon's agenda-setting model, and the key actors in the policy universe. The role of values and socio-political context in agenda-setting will be discussed.

Required Readings

Jansson, B. (2008). Committing to an issue: Building agendas (pp. 184-207). (In CUA electronic reserves)

Kingdon, J.W. (2003). *Agendas, alternatives, and public policies*. (2nd ed). New York: Addison-Wesley Educational Publishers, Inc. Chapters 1, 2, 3.

- 3 **THE AGENDA-SETTING STREAMS AND THE POLICY WINDOW** Students will learn about the problem, policy, and political streams operating in the agenda-setting process and how they converge to create a policy window.

Required Readings

Kingdon, J.W. (2003). *Agendas, alternatives, and public policies*. (2nd ed). New York: Addison-Wesley Educational Publishers, Inc. Chapters 5, 6, 7, 8.

- 4 **THE LEGISLATIVE PROCESS** Students will learn about how the agenda-setting process weaves into the legislative process. The mechanics of the legislative process will be reviewed, including the role of key actors, legislative committees, and so on.

Required Readings

Jansson, B. (2008). Understanding the ecology of policy in governmental, electoral, community, and agency settings (pp. 110-122). (In CUA electronic reserves)

Sharwell, G. (1982). How to testify before a legislative committee. In M. Mahaffey, & J. Hanks (Eds.), *In practical politics: Social work and political responsibility* (pp. 85-98). Washington, DC: NASW. (In CUA e-reserve.)

- 5 **THE ORIGINS OF AMERICAN SOCIAL WELFARE AND THE ROLE OF RACE IN AMERICAN SOCIAL POLICY**

Students will be introduced to the origins of American's response to poverty and view Episode Two, *The Story we Tell*, the second part of the three-part PBS series on the construction of race in America. This episode traces the origins of the racial idea to the discovery of the New World and the American slave system.

Required Reading

Trattner, W. (1999). Colonial America (pp. 15-29); The era of the American Revolution (pp. 30-46); The trend toward indoor relief (pp. 47-76).

Axinn, J. & Stern, M (2005). Chapter 1 (pp. 9 – 13); The colonial period: 1647—1776 (pp. 14-36); The pre-Civil War period: 1777-1860 (pp. 37-83).

Recommended Reading

Martin, J. & Martin, E. (1985). The helping tradition in traditional Africa and in slavery, Chapter 1 (pp. 11-31).

- 6 **POST CIVIL WAR, THE PROGRESSIVE ERA AND THE ROOTS OF SOCIAL WORK (Part 1)**

Freedmen's Bureau, Settlement House Movement, Charity Organization Societies

Required Reading

View portion of "Legacies of Social Change"

Trattner, W. (1999). The settlement house movement (pp. 163-191).

Trattner, W. (1999). The Civil War and after — Scientific charity (pp. 77-107).

McFeely, W.S. (1971). *Unfinished business: The Freedman's bureau and federal action in race relations* (pp. 5-25). In N.I. Huggins et al. (eds.) *Key issues in the Afro-american experience*. Volume 11. New York: Harcourt Brace Jovanovich. (In CUA electronic reserves.)

Recommended Reading

Axinn, J., & Stern, M. (2005). *The Civil War and after: 1860-1900* (pp. 84-125).

Martin, J. & Martin, E. (1985). The helping tradition among free blacks, Chapter 2 (pp. 33-47); The helping tradition during reconstruction, Chapter 3 (pp. 49-60).

Trattner, W. (1999). Social work and welfare in the 1920s (pp. 253-272).

Lasch-Quinn, E. (1993). The mainstream settlement movement and blacks. In *Black neighbors* (pp. 9-46). Chapel Hill: University of North Carolina Press.

Rabinowitz, H. (1974). From exclusion to segregation: Southern race relations, 1865 – 1890. *Journal of American History*, 63(2), 325-350. (In CUA electronic journal collections).

Addams, J. (1910). Subjective necessity for social settlements. In *Twenty Years at Hull House* (pp. 113-127). New York: The Macmillan Company. (e-reserves)

Berman-Rossi, T., & Miller, L. (1994). African-Americans and the settlements during the late nineteenth and earlier twentieth centuries. *Social Work with Groups*, 17(3), 7-95.

Carlton-LaNey, I. (1999). African American social work pioneers' response to need. *Social Work*, 44(4), 311-321.

7 POST CIVIL WAR, THE PROGRESSIVE ERA AND THE ROOTS OF SOCIAL WORK (Part 2)

Required Reading

Axinn, J., & Stern, M. (2005). *Progress and reform: 1900-1930* (pp. 126-172).

Recommended Reading

Martin, J. & Martin, E. (1985). The black helping tradition in rural and urban America, Chapter 4 (pp. 61-76).

8 POVERTY AND AMERICA'S RESPONSE I

The Great Depression, the New Deal, Fr. John Ryan and Social Reconstruction, and Post WW II

(View portions of video "Legacies of Social Change.")

Required Reading

Trattner, W. (1999). Depression and a New Deal (pp. 273-303).

Axinn, J., & Stern, M. (2005). The Depression and the New Deal: 1930-1940 (pp. 173-226).

Pope Leo XIII. (1891, May 15). The condition of the working classes [Encyclical letter]. *Rerum Novarum*, Retrieved, June 21, 2007, from http://www.vatican.va/holy_father/leo_xiii/encyclicals/documents/hf_l-xiii_enc_15051891_rerum-novarum_en.html.

Ryan, J. (1920). Social insurance. In *Social reconstruction* (pp. 81-100). New York: The Macmillan Company. (In e-reserves)

Stritch, M. (1937). Rev. John A. Ryan, D.D.: Catholic leader of economic thought. In *Seven troubled years: 1930-1936* (pp. ix-xii). Ann Arbor: Edwards Brothers, Inc. (In e-reserves).

Recommended Reading

Francoeur, R.B. (1999). In pursuit of a living wage: The ethical and economic thought of Father John A. Ryan from the Late 1890s until the new deal. *Social Thought*, 19(1), 1-14.

Martin, J. & Martin, E. (1985). The black helping tradition and social work, Chapter 5 (pp. 77-82).

Ryan, J. (1935). *A better economic order* (pp. 74-115). New York: Harper and Brothers Publishers.

Degeneffe, C.E. (2003). What is Catholic about Catholic Charities? *Social Work*, 48(3), 37-46.

9 POVERTY AND AMERICA'S RESPONSE II

The War on Poverty and the Great Society Programs

View Portions of Episode III, The House We Live In, end of class.

Required Reading

Trattner, W. (1999). From World War to Great Society (pp. 304-336).

Axinn, J., & Stern, M. (2005). War and prosperity: 1940-1970 (pp. 227-276).

Recommended Reading

Martin, J. & Martin, E. (1985). The black helping tradition and social work, Chapter 5 (pp. 82-90).

10 **SOCIAL WELFARE FROM 1968 TO 1992: SETTING THE STAGE FOR WELFARE REFORM**

Required Reading

Axinn, J., & Stern, M. (2005). Conservative Resurgence and Social Change: 1968-1992 (pp.279-316).

Trattner, W. (1999). A Transitional Era, (pp. 337-361); War on the Welfare State, pp. 362-387.

11 **WELFARE REFORM, SOCIAL WELFARE AND THE INFORMATION SOCIETY**

Required Reading

Axinn, J., & Stern, M. (2005). pp. 317-346.

Reichman, N., Teitler, J., & Curtis, M. (2005). TANF sanctioning and hardship. *Social Service Review*, 79(2), 215-236. (In CUA electronic journal collections).

Lens, V. (2002). TANF: What went wrong and what to do next. *Social Work*, 47(3), 279-291. (In CUA electronic journal collections.)

Schiller, B. (2004). Welfare programs. In *The economics of poverty and discrimination* (9th ed., pp. 208-236). Upper Saddle River, NJ: Pearson Prentice Hall. (In CUA electronic reserves).

Recommended Reading

Boo, K. (2001, April 9). After welfare. *The New Yorker*, 93-100. (In CUA electronic reserves.)

Taylor, M.J., Barusch, A.S. (2004). Personal, family, and multiple barriers of long-term

welfare recipients. *Social Work*, 49(2), 175-183. (In CUA electronic journal collections.)

12 **INTERNATIONAL SOCIAL WORK**

Required Readings

Mohan, B. (2008). Rethinking international social work. *International Social Work*, 51, 1, 11-24. (In CUA electronic reserves).

Xu, !. (2006). Defining international social work: A social service agency perspective. *International Social Work*, 49, 6, 679–692

13 **SOCIAL POLICY: AGING ISSUES**

An overview of the policies related to Social Security, Medicare, Prescriptions Drugs, and Long-Term Care.

Required Readings

Schiller, B. (2002). Social insurance. In *The economics of poverty and discrimination* (9th ed., pp. 237-245). Upper Saddle River, NJ: Pearson Prentice Hall. (In CUA electronic journal title finder)

US Department of Health and Human Services, Administration on Aging. (2003). A profile of older Americans: 2003, Rockville, MD: Author. Available at <http://www.nicoa.org/PDFs/AoA%20Profile%20of%20Older%20Americans%202006.pdf>.

Kane, R. (2005). Changing the face of long-term care. *Journal of Aging and Social Policy*, 17, 4, 1-18. (In CUA electronic journal title finder).

Bass, S. (2005). Medicare reform: A wolf in sheep's clothing. *Journal of Aging & Social Policy*, 17, 3, 1-16. (In CUA electronic journal title finder).

Recommended Readings:

Davis, K., & Bent-Goodley, T. (2003). Social Security reform and people of color: Implications of barriers to continuous employment and reentry into the labor force (pp. 81-100).

Hayes-Bautista, D., Hsu, P., Perez, A., Gamboa, C. (2002). The 'browning' of the graying of America: Diversity in the elderly population and policy implications. *Recognizing diversity in aging*.

Bass, S. (2000). Emergency of the third age: Toward a productive aging society. *Journal of aging and social policy*, 11(2/3), 7-16.

Dallek, G. (2004). Consumer protection issues raised by the Medicare Prescription Drug, Improvement, and Modernization Act of 2003. Kaiser Family Foundation: Washington, DC. Available on-line at: <http://www.kff.org>.

14 **CHILD WELFARE POLICY IN THE UNITED STATES: HISTORICAL PERSPECTIVES AND LEGISLATIVE RESPONSES**

Required Readings

Liederman, D. (1995) Child Welfare Overview. In Edwards, R. L., *et. al.*, editors, *Encyclopedia of social work* 19th edition. Washington, DC: NASW Press, Inc., 424-433. (In CUA electronic reserves)

Everett, J. E. (1995) Child Foster Care. In Edwards, R. L., *et. al.*, editors, *Encyclopedia of social work* 19th edition. Washington, DC: NASW Press, Inc., 375-388. (In CUA electronic reserves)

Barth, R. P. (1995) Adoption. In R. L. Edwards et. al. (Eds), *Encyclopedia of social work*, 19th ed. (pp. 48-59). Washington, DC: NASW Press, Inc. (In CUA electronic reserves)

Recommended Readings

Davis, K. & Bent-Goodley, T. (2003). The color of child welfare (pp. 37-64).

Trattner, W. (1999). Chapter 6, Child welfare (pp.108-139).

Watkins, S. (1990). The Mary Ellen myth: Correcting child welfare history. *Social Work*, 35(6), 500-503. (In CUA electronic journal collections)

Exam Final Exam
Week