



**THE CATHOLIC UNIVERSITY OF AMERICA**

***National Catholic School of Social Service***

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**SSS 302**

**Social Welfare Policy and Services I**

Fall, 2009

(3 credits)

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## I. COURSE PURPOSE

This is the first of two policy courses required of all Baccalaureate social work students. The course provides an introduction to the field of social welfare, primarily in the United States. Values and concepts which are important to an understanding of social welfare policy and services are presented. By examining historical and contemporary perspectives and concepts, the course prepares students to describe and begin analyzing social welfare policies and services. The documented and hypothesized impact of selected policies for good, ill or mixed results will be the primary focus of analysis with secondary focus on how HBSE concepts of "systems," "ecology," and "life cycle" adaptation and change influence the framing of questions and sometimes conclusions in policy analysis.

## II. EDUCATIONAL OBJECTIVES

1. To understand the historical, philosophical and value contexts of social welfare programs 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 principal value positions, including the social teachings of the Roman Catholic Church and the professed values of the social work profession, and the ethical dilemmas they create in defining social problems, policies, and services.

3. To understand the contributions of social welfare leaders to the development of programs and services in the United States--especially those of women and minorities of color.
4. To understand the nature and theoretical causes of poverty, with special emphasis on its impact on women, children and minorities of color.
5. To understand social welfare strategies and program interventions for combating poverty.
6. 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.
7. To understand how HBSE concepts of "systems," "ecology," and "life cycle" adaptation and change influence the framing of questions and sometimes conclusions in policy analysis.
8. To demonstrate the ability to apply social welfare concepts and logic to the analysis of historical and contemporary social welfare policies and services within the framework and values of the U.S. Constitution and system of government.
9. To demonstrate the ability to read, analyze and discuss the significance of original documents (e.g., statements of secular and religious beliefs, values, and philosophy, statutory law, and Supreme Court decisions) in shaping social welfare policies and services.
10. To demonstrate the ability to assess critically issues and problems addressed by current and proposed social welfare policies, as well as to understand the role of the social work profession in promoting beneficial social change.
11. To use internet policy websites in the search for current information.
12. To examine the development and amendments to the National Association of Social Workers' Code of Ethics.

### III. COURSE REQUIREMENTS

#### A. Required Texts

Axinn, J. & Stern, M. J. (2007). *Social Welfare: A History of the American Response to Need*, (7<sup>th</sup> ed.) Boston, MA: Allyn & Bacon.

ISBN-13: 978-0-205-52215-6

ISBN- 10: 0-205-52215-7

Martin, J. M. & Martin, E. P. (1985). *The Helping Tradition in the Black Family and Community*. Washington, DC: NASW Press.

ISBN: 0-87101-129-8

B. Recommended Texts

Carlton-LaNey, I. (Ed) (2001). *African American Leadership: An Empowerment Tradition in Social Welfare History*. Washington, DC: NASW Press.

Day, P. J. (2006). *A New History of Social Welfare (5<sup>th</sup> ed.)* Boston: Allyn and Bacon.

Trattner, W. I. (1999). *From Poor Law to Welfare State: A History of Social Welfare in America (6<sup>th</sup> ed.)*. New York: The Free Press.

VandenBos, G. (Ed.). (2010). *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: American Psychological Association.

C. Other Recommended Resources and Media

Blackboard (<http://bb8.cua.edu>) – Blackboard technology is incorporated into this course. Course information and documents, supplemental readings, website links, and other information are regularly posted on Blackboard. Scholars are encouraged to logon to Blackboard several times per week.

National Catholic School of Social Service <http://ncsss.cua.edu/>

Thyer, B. A. (2005). A note from the editor: A comprehensive listing of social work journals. *Research on Social Work*, 15(4). 310-311. (Available on Blackboard)

D. Course Assignments

Assignment 1: Mid-Term Exam

**October 19**

The mid-term exam will be an in-class written examination or administered through Blackboard. The exam covers content introduced in class and/or through the assigned readings up until the point of the exam. No make up exams will be granted, without prior approval from the instructor. Requests for make up exams must be made no less than 24 hours before the scheduled exam date. *Approval for make up exams will not be granted on the day of the exam.*

Assignment 2: Policy Debates

**November 16**

A group of no more than 3 students will be assigned to argue for or against policy statements. (The class will generate a list of policy statements for debate on class 2).

## Debate Process

1. Flip a coin to see who will present first
2. The first team will present their position (5 minutes)
3. The second team will present their position (5 minutes)
4. The first team will respond to the position of the second team (2 minutes)
5. The second team will respond to the position of the first team (2 minutes)
6. At least two questions will be asked from the audience. Each team member must respond individually to one of the questions ( 2 minutes each)
7. The first team will summarize their position (2 minutes)
8. The second team will summarize their position (2 minutes)

If one of the team members is absent, the single team member will present alone. The absent member will not be able to make up the presentation. One grade will be given for the team. Your grade will be based on the follow:

- Demonstrated knowledge of the topic
- Use of empirical evidence and current statistics
- Organization of presentation
- Integration of content (including historical influences on contemporary issues)
- Clarity of content
- Use of visual aids
- Diction and pronunciation
- Opening and closing remarks
- Professional appearance

Guests may be invited to class to assist with judging the debates.

For more information on student debates in social policy, see the following article:

Keller, T. E. Whittaker, J. K., & Burke, T. K. (2001). Student debates in policy courses: Promoting policy practice skills and knowledge through active learning. *Journal of Social Work Education, 37*, 343-356.

### Assignment 3: Biographical Paper/Presentation

**December 7**

African Americans and other minorities have made significant contributions to social welfare policy and services. This assignment is designed to expand your definition and knowledge of social welfare pioneers. The length of this paper should be 10 pages and completed in accordance with the APA Manual. This paper must be typed, double spaced, in 12-point font and within the assigned pages limits.

Outside scholarly references should be consulted and appropriately cited (journal articles, books, book chapters). Refrain from overusing Internet sources. When

possible, it is highly encouraged and expected, to cite works written by the social work pioneer or interview the pioneer for your paper.

The paper must adhere to the APA Manual 6<sup>th</sup> edition guidelines.

- A brief biographical overview
- A discussion of the political-economy and ideology at the time of the pioneer's contribution to social welfare policy or services
- A description of the pioneer's contributions (response to the political-economy and ideology) to social welfare policy or services
- Support and reactions from contemporary colleagues
- Analysis of the contributions
- Implications for social work
  1. Examine the implications of the pioneer's life contributions as they relate to a field of practice area
  2. What are the social justice implications of the pioneer's life contributions?

Additionally, the class will organize a symposium to highlight the contributions of the pioneers and each student is expected to actively participate in planning the symposium and showcasing the contributions of his/her pioneer during the event.

All papers are due at the beginning of class on **December 7**. Late assignments will not be accepted without prior approval from the instructor and may be subject to penalty. Requests for late assignments must be made at least 24 hours before the assignment is due. *Approval for late assignments will not be granted on the day the assignment is due.*

To avoid repetition, each student should think about who they would like to research for this assignment and notify the instructor, in writing, by **September 28**. In the event of two or more students choosing the same pioneer to research, the instructor will ask one or more students to make other choices.

For ideas, see the following resources:

Carlton-LaNey, I. (Ed.). (2001) African American Leadership: An Empowerment Tradition In Social Welfare History. Washington, DC: NASW Press.

<http://www.naswfoundation.org/pioneer.asp>

Assignment 4: Final Exam.

**Due Date: December 14**

The final exam will be an in-class written examination or administered through Blackboard. The exam covers content introduced in class and/or through the assigned readings from the mid-term through the end of the course. No make up

exams will be allowed, without prior approval from the instructor. Requests for make up exams must be made no less than 24 hours before the scheduled exam date. *Approval for make up exams will not be granted on the day of the exam.*

E. Grading Policy

Assignment 1 Mid-Term Exam	20%
Assignment 2 Policy Debate	25%
Assignment 3 Intellectual Biographical Paper/Symposium	35%
Assignment 4 Final Exam	20%

Grading Scale: 96-100 A; 90-95 A-; 87-89 B+; 83-86 B; 80-82 B-; 77-79 C+; 73-76 C; 70-72 C-; 60-69 D; <60 F

F. 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.

G. Attendance and Participation

Students are required to attend classes and are expected to participate meaningfully in class discussions. Additionally, discussions may occur on Blackboard. Students are expected to actively participate in online discussions.

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. Pedagogy

Constructivism serves as the pedagogical framework for this course. The primary assumption of constructivism is that learners construct their own knowledge by actively participating in the learning process, which is influenced by their prior learning experiences (Bellefeuille, 2006; Brandon, 2004). Learning occurs as individuals solve problems, usually through collaborating with other people (Brandon, 2004). A constructivist instructional design encourages a more open-ended learning experience. That is the instructor provides an experience in which the learners can collaborate and construct knowledge based on prior knowledge and experiences that are relevant to them.

V. ANALYTIC FRAMEWORK

Throughout the course we will examine the historical events through the following analytic framework: Political Economy, Ideology and Social Welfare Policy and Services. The analytic framework will be discussed during first week of class and will be referred to throughout the course. A basic premise of this analytic framework is that an ecological framework exists among the three key concepts. Any significant change or disturbance in one of them will set off a ripple effect throughout the others until a new state of equilibrium is achieved. Thus, this framework shows how the political economy (social conditions) and ideology influence each other and how both influence social welfare policy and services. It also shows how social welfare policy and services in turn influences society's ideology and political economy. The interactive relationship between political economy, ideology and social welfare policy and services becomes clearer when they are examined in different historical contexts.

## Class Schedule

### Class

### Topics and Readings

**1 August 31 – INTRODUCTION TO SOCIAL WELFARE AND SERVICES**

The functions of social welfare; definitions of social policy from various value lenses; and the roles of values in shaping social policy development are discussed.

Required Readings

Schiele, J. (1997). An Afrocentric perspective on social welfare philosophy & Policy. *Journal of Sociology & Social Welfare*, 24(2), 21-39.

**September 7** – Labor Day (No Class)

**2 September 14 - THE ORIGINS OF AMERICAN SOCIAL WELFARE**

Social welfare in the early Christian tradition, Elizabethan Poor Laws, Social Welfare in the colonies; Slavery in America and social work beginnings will be discussed.

Required Readings

Axinn & Stern, Chapters 1 – 3

Faherty, V. E. (2006). Social welfare before the Elizabethan Poor Laws: The early Christian tradition, AD 33 to 313. *Journal of Sociology & Social Welfare*, 33(2). 107-122. (Available on Blackboard)

Martin & Martin, pp 1-9 and Chapter 1

**3 September 21 - RACE: THE POWER OF ILLUSION**

Video 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. Students will be invited to share their reactions with a partner and then in the larger class discussion.

Required Readings

Carlton-LaNey, I. (1990). The intellectual biography: A mechanism for integrating historical content. *Arete*, v15, 46-51.

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

**4 September 28 – POST CIVIL WAR, THE PROGRESSIVE ERA  
AND THE ROOTS OF SOCIAL WORK**  
Freemen’s Bureau, Settlement House Movement, and  
Charity Organizations Societies will be discussed.

Required Readings

Axinn & Stern, Chapter 4-5

Recommended Readings

Barrow, F. H. (2007). *Forrester Blanchard Washington and his advocacy for African Americans in the New Deal*. *Social Work* 52(3). 201-208.

Carlton-LaNey, I. (1994 June). The Career of Birdye Henrietta Haynes, a pioneer settlement house worker. *Social Service Review*, 254-273.

Chaiklin, H. (2005). Franklin Benjamin Sanborn: Human services innovator. *Research on Social Work Practice*, 15(2). 127-134.

Luquet, W. (2005). The contribution of the Sisters of Mercy to the development of social welfare. *AFFILIA*, 20(2), 153-168.

Schiele, J. H., Jackson, M. S. &, Fairfax, C. N. (2005). Maggie Lena Walker and African American community development. *AFFILIA*, 20(1). 21-38.

**5 October 5 – POST CIVIL WAR, THE PROGRESSIVE ERA  
AND THE ROOTS OF SOCIAL WORK II**  
Freemen’s Bureau, Settlement House Movement, and  
Charity Organizations Societies will be discussed.

Required Reading

Chaiklin, H. (2005). Franklin Benjamin Sanborn: Human services innovator. *Research on Social Work Practice*, 15(2). 127-134.

Luquet, W. (2005). The contribution of the Sisters of Mercy to the development of social welfare. *AFFILIA*, 20(2), 153-168

Martin & Martin, Chapters 2 – 4

Recommended Readings

Carlton-LaNey, I. (1997). Elizabeth Ross Haynes: An African American reformer of womanist consciousness, 1908-1940. *Social Work*, 42(6). 573-583.

Carlton-LaNey, I. & Hodges, V. (2004). African American reformers' mission: Caring for our girls and women. *AFFILIA*, 19(3), 257-272.

Modesto, K. F. (2004). "Won't be weighted down:" Richard R. Wright, Jr.'s contributions to social work and social welfare. *Journal of Sociology & Social Welfare*, 31(2), 69-89.

Trattner, W. I. (1997). Chapter 8 – The Settlement House Movement. *From Poor Law to Welfare State: A History of Social Welfare in America*. New York, 134-158.

**October 12 – Columbus Day (No Class)**

**6 October 19 – Mid-Term Exam**

- 7 October 26 - POVERTY AND AMERICA'S RESPONSE I**  
The Great Depression, the New Deal, Fr. John Ryan and Social Reconstruction and Post WWII will be discussed.

Required Readings

Axinn & Stern, Chapter 6

Ryan, J. (1920). Social insurance. In *Social Reconstruction* 9pp. 81-100). New York: The Macmillan Company.

Stritch, M. (1937). Rev. John Ryan, D.D.: Catholic leader of economic thought. In *Seven Troubled Years: 1930-1966* (pp. ix-xii). Ann Arbor: Edwards Brothers, Inc.

- 8 November 2 – POVERTY AND AMERICA'S RESPONSE II**  
The War on Poverty and the Great Society programs will be discussed.

Required Readings

Aranda, M. (2001). The development of the Latino social work profession in Los Angeles. *Research on Social Work Practice*, 11(2), 254-265.

Axinn & Stern, Chapter 7

Brooks, D.L. (2004). VIVA LA CAUSA: Chavez's fight for social justice. *Cobblestone Peterborough*, 25(5), 16-22.

Martin & Martin, Chapters 5-6

- 9 November 9 – POVERTY AND WELFARE REFORM, SOCIAL WELFARE AND THE INFORMATION SOCIETY**  
Developments of poverty relief programs will be discussed.

Required Readings

Axinn & Stern, Chapters 8-9

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

Reichmann, N., Teitler, J., & Curtis, M. (2005). *TANF sanctioning and hardship. Social Service Review, 79*(2), 215-236.

- 10 November 16 – Policy Debates**

- 11 November 23 - INTERNATIONAL SOCIAL WORK**  
Social work practice in an interdependent world will be discussed.

Required Readings

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

XU, I. (2006) Defining international social work: A social service agency perspective. *International Social Work, 49*(6), 679-692.

- 12 November 30 – SOCIAL POLICY: AGING ISSUES**  
An overview of the policies related to Social Security, Medicare, Prescriptions Drugs, and Long-Term Care.

Required Readings

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

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

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

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>.

Recommended Readings

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>.

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*.

**13 December 7 – FINAL PAPERS/SYMPOSIUM**

**14 December 14 – FINAL EXAM**

## **SEMESTER AT A GLANCE**

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
8/31	INTRODUCTION TO SOCIAL WELFARE POLICY AND SERVICES	
9/7	LABOR DAY - NO CLASS	
9/14	THE ORIGINS OF AMERICAN SOCIAL WELFARE	Discuss policy positions for debates
9/21	RACE: THE POWER OF ILLUSION	
9/28	POST CIVIL WAR, THE PROGRESSIVE ERA AND THE ROOTS OF SOCIAL WORK I	Select social work pioneers
10/05	POST CIVIL WAR, THE PROGRESSIVE ERA AND THE ROOTS OF SOCIAL WORK II	
10/12	COLUMBUS DAY – NO CLASS	
10/19	MID-TERM EXAM	
10/26	POVERTY AND AMERICA’S RESPONSE I	
11/2	POVERTY AND AMERICA’S RESPONSE II	
11/9	WELFARE REFORM, SOCIAL WELFARE AND THE INFORMATION SOCIETY	
11/16	POLICY DEBATES	
11/23	INTERNATIONAL SOCIAL WORK	
11/30	SOCIAL POLICY: AGING ISSUES	
12/7	PRESENTATIONS	Final papers due
12/14	FINAL EXAM AND WRAP UP	

This syllabus may be revised as needed by the instructor.

## SELECTED BIBLIOGRAPHY

- Abramowitz, M. (2001). Everyone is still on welfare: The role of redistribution in social policy. *Social Work, 46*, 297-308.
- Bent-Goodley, T.B. (Ed.). (2003). *African American social workers and social policy*. New York: The Haworth Press.
- Brade, K., Bryant, D., Grant, S., Hagins, W., & Hill, A. J. (2004). *Social Welfare History: An African American Perspective*. Unpublished Manuscript.
- Carlton-LaNey, I. (1990). The intellectual biography: A mechanism for integrating historical content. *Arete, 15*, 46-51.
- Carlton-LaNey, I. (1999). African American social work pioneers' response to need. *Social Work, 44*, 311-322.
- Chand, A. (2000). The over-representation of black children in the child protection system: Possible causes, consequences, and solutions. *Child and Family Social Work, 5*, 67-77.
- Chandler, S.K. (2001). E. Franklin Frazier and social work: Unity and conflict. In I. Carlton-LaNey (Ed.), *African American leadership: An empowerment tradition in social welfare history* (pp. 189-202). Washington, D.C.: NASW Press.
- Chambers, D. (2000). *Social Policy and social programs: A method for the practice public policy analyst (2<sup>nd</sup> ed.)*. Needham Heights, MA: Allyn & Bacon.
- Chipungu, S. S. (2003). Child welfare policies and African American families. In T. B. Bent-Goodley (Ed.), *African-American social workers and social policy* (pp. 69-92). Binghamton, NY: Haworth Press.
- Conley, D. (1999). *Being black, living in the red: Race, wealth, and social policy in America*. Los Angeles, CA: University of California Press. *Ch. 1, pp. 1-24*.
- Crewe, S. E. (2003). From paper to people: An analysis of critical welfare reform issues affecting the black community. In T. B. Bent-Goodley (Ed.), *African-American social workers and social policy* (pp. 69-92). Binghamton, NY: Haworth Press.
- Cross, T.A., Earle, K.A. & Simmons, D. (2000 ). Child abuse and neglect in Indian country: Policy issues. *Families in Society, 81*, 49-58.
- De La Rosa, M. (2000). An analysis of Latino poverty and a plan of action. *Journal of Poverty, 4*, 27-62.
- Duncan, W.C. (2001). Domestic partnership laws in the United States: A review and critique. *Brigham Young University Law Review, 2001*, 961-993.

- Gibson, P.A. (2002). African American grandmothers as caregivers: Answering the call to help their grandchildren. *Families in Society*, 83, 35-44.
- Gilens, M. (1999). *Why Americans hate welfare: Race, media and the politics of antipoverty policy*. Chicago: University of Chicago Press. *Introduction*, pp. 1-9; *chapter 5*, pp. 102-132.
- Horn, W. (2002). Welfare reform reauthorization: Promoting self sufficiency, protecting children, and strengthening marriage. *Poverty Research News*, 6, 3-5.
- Hodges, V.G. (2001). Historical development of African American child welfare services. In I.B. Carlton-LaNey (Ed.), *African American leadership: An empowerment tradition in social welfare history* (pps. 203-214). Washington, D.C.: NASW Press.
- Hollingsworth, L.D. (2000). Adoption policy in the United States: A word of caution. *Social Work*, 45, 183-186.
- Iversen, R.R. (2000). TANF policy implementation: The invisible barrier. *Journal of Sociology and Social Welfare*, 27, 139-159.
- Long, D.D. (2000). Welfare reform: A social work perspective for assessing success. *Journal of Sociology and Social Welfare*, 27, 61-78.
- McPhail, B.A. (2000). Hating hate: Policy implications of hate crime legislation. *Social Service Review*, 74, 635-654.
- Rank, M.R. & Hirschl, T.A. (1999). The likelihood of poverty across the American adult life span. *Social Work*, 44, 201-216.
- Schiele, J.H. (1997). An Afrocentric perspective on social welfare philosophy and policy. *Journal of Sociology and Social Welfare*, 24, 21-39.
- Schiller, B.R. (1984). *The economics of poverty and discrimination* (4<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice Hall. *Ch. 8*, pps. 99-113.
- Sharwell, G. (1982). How to testify before a legislative committee. Mahaffey, M. & Hanks, J. (1982). In *Practical politics: Social Work and political responsibility*. Washington, DC: NASW.
- Trattner, W. I. (1979). *From poor law to welfare state: A history of social welfare in America*. New York: The Free Press. Chapter 8: The settlement house movement (pp. 134-158).