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

B. Recommended Texts


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: September 24.

2. Analysis of Contemporary Social Issue: Students will be asked to prepare a 10-15 page analysis of a contemporary social issue. This 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. 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. This final paper will be due Class 9: October 29.

3. **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 13: November 26.**

4. **Quizzes.** Students will take 4 quizzes at the beginning of class on October 22, November 5, November 19, and December 3. Each quiz is worth 25 points.

D. **Grading Policy**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Issue Brief</td>
<td>10%</td>
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<tr>
<td>Analysis of Contemporary Social Issue Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Testimony Paper</td>
<td>20%</td>
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<tr>
<td>Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

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

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](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.

E. Class Attendance and Participation
Students are expected to attend and participate meaningfully in class discussions or responding to questions, thoughtfully expressing one’s opinion or point of view, and attentively managing one’s seating space without disturbing others are examples of professional behavior. Being late for class is considered a disruptive behavior, and therefore, one percent (1%) will be deducted from the grade for attendance and participation for each time a student is late, unless the professor is notified in advance. Two percent (2%) will be deducted from the grade for attendance and participation for each unexcused absence unless the student notifies the instructor and requests and excuse prior to the class meeting.

Students participating in CUA athletic sport activities must notify the instructor in a timely manner of any potential absences from class; provide written documentation of their athletic participation; and plan ahead for any potential class absences. Students are responsible for making up any missed work as normally expected in the course class schedule.

Use of Listening or Other Electronic Devises: The University has instituted a policy of recording of classroom lectures, which may be accessed at: http://policies.cua.edu/academicgrad/recordingclassroomlecturegraduate.cfm.

Students are advised that all electronic devices (such as cell phone, ear-cell phones, ipods, ipads, computers or music and other such sound-making devices) must be either removed and/or silences.
# CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic and Readings</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>INTRODUCTION TO SOCIAL WELFARE POLICY AND SERVICES</strong>&lt;br&gt;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. The importance of examining historical developments in social welfare to explore contemporary issues and policy.</td>
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<tr>
<td>2</td>
<td><strong>INRODUCTION TO AGENDA-SETTING: KEY ACTORS IN THE POLICY-MAKING PROCESS; THE AGENDA-SETTING STREAMS AND THE POLICY WINDOW</strong> 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. Students will also learn about the problem, policy, and political streams operating in the agenda-setting process and how they converge to create a policy window.</td>
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</table>
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. (2011). Understanding the ecology of policy in governmental, electoral, community, and agency settings. Chapter 4

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.

APPLYING THE KINGDOM MODEL FOR CONSIDERING A CONTEMPORARY POLICY Students will consider a contemporary social policy using the Kingdom Model.

Issues Brief Due

THE INFLUENCE OF RACE ON THE DEVELOPMENT OF AMERICAN SOCIAL POLICY Students will 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 of the racial ideal to the discovery of the New Work and the American slave system. Students will engage in in-depth discussion on the role of the racial ideal on the development of social policy.

THE ORIGINS OF AMERICAN SOCIAL WELFARE Students will be introduced to the origins of America’s policy response to poverty.

Required Reading

Stern & Axinn (2012). Chapter 1


Recommended Reading

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

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).

10/09 Administrative Monday – Monday classes meet

7

THE CIVIL WAR AND EMERGENCE OF PROFESSIONAL SOCIAL WORK

10/15 Students will consider defining movements in American social welfare history, including the Freedmen’s Bureau, Settlement House Movement, and Charity Organization Societies View portion of “Legacies of Social Change”

Required Reading

Stern & Axinn (2012). Chapter 3-4


Recommended Reading


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).


The settlement house movement (pp. 163-191).

Social work and welfare in the 1920s (pp. 253-272).

**THE PROGRESSIVE ERA AND THE PROFESSIONALISM OF SOCIAL WORK**

**Part I** Students will consider the developments in the political economy and prevailing ideologies their influence on development of social welfare policy during the Progressive Era.

**Required Reading**

Stern & Axinn (2012). Chapter 5

Iglehart & Becerra (2011). Chapter 3

**Recommended Reading**

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

**Quiz I**

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**THE PROGRESSIVE ERA AND THE PROFESSIONALISM OF SOCIAL WORK**

**Part II** Students will consider the developments in the political economy and prevailing ideologies with influenced the development of social welfare policy during the Progressive Era.

**Required Reading**


Iglehart & Becerra (2011). Chapters 5-6

**Analysis of Contemporary Social Issue Paper Due**

**POVERTY AND AMERICA’S RESPONSE** Students will consider the developments in the political economy and prevailing ideologies which influenced America’s response to poverty during The Great Depression.
(View portions of video “Legacies of Social Change.”)

**Required Reading**

Stern & Axinn (2012). Chapter 6

**Quiz II**

**POVERTY AND AMERICA’S RESPONSE II** Students will consider the developments in the political economy and prevailing ideologies which influenced America’s response to poverty during The Great Depression. Emphasis will be placed on the Rerum Novarum and the contributions of Fr. John Ryan.


**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).


**THE WAR ON POVERY AND THE GREAT SOCIETY PROGRAMS** Students will consider the developments in the political-economy and prevailing ideologies which
influenced America’s response to poverty during the 1950s and 60s.

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

**Required Reading**

Stern & Axinn (2012). Chapter 7

**Recommended Reading**

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


**Quiz III**

13 11/26

**REDEFINING AMERICAN SOCIAL WELFARE** Students will consider prevailing ideologies about social welfare policy and their influence on a re-defining of the federal government’s response to poverty and welfare reform.

**Required Reading**

Stern & Axinn (2012). Chapter 8-9


**Testimony Critique Paper Due**

**Recommended Reading**


14 12/03

**SOCIAL WELFARE PERSPECTIVES** Students will consider development of the political-economy and prevailing ideologies at the beginning of the 2000s, revisit the importance of examining historical developments in social welfare and their influence on contemporary responses to need, and consider impact on service delivery in ethnic communities.
Required Reading

Seccomb (2011). Chapters 2, 4-5


Quiz IV

SEMESTER AT A GLANCE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>8/27/12</td>
<td>Introduction to Social Welfare Policy and Services</td>
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<tr>
<td>9/10/12</td>
<td>Introduction to Agenda Setting</td>
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<tr>
<td>09/17/12</td>
<td>The Legislative Process</td>
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<tr>
<td>09/24/12</td>
<td>Applying the Kingdon Model</td>
<td>Issues Brief</td>
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<tr>
<td>10/01/12</td>
<td>The Influence of Race on the Development of American Social Policy</td>
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<tr>
<td>10/09/12</td>
<td>The Origins of American Social Welfare</td>
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[Administrative Monday – Monday classes meet on Tuesday, October 9]
10/15/12  The Civil War and Emergence of Professional Social Work

10/22/12  The Progressive Era I  Quiz I

10/29/12  The Progressive Era II  Analysis of Contemporary Social Issue Paper

11/05/12  Poverty and America’s Response I  Quiz II

11/12/12  Poverty and America’s Response II

11/19/12  The War on Poverty and the Great Society Programs  Quiz III

11/26/12  Redefining American Social Welfare  Testimony Critique Due

12/03/12  Social Welfare Perspectives  Quiz IV

The instructor may modify the syllabus, as needed