I. COURSE PURPOSE

The purpose of this required course is to provide students with an overview of the history of social welfare policy and the contexts that have shaped its development over time. Values and concepts important to an understanding of social welfare policy and services will be presented within the context of historical and contemporary perspectives. Students will learn to think critically about the factors that have influenced the development of social policy and services including the role of racism in 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 implementation. Students will also learn about the history of the social work profession, including some of the important pioneers that have shaped its practice. Students will also appreciate the importance of social welfare and the need to respect the diversity of populations in need when crafting policy solutions.

II. COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE) requires that students meet ten core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies some, but not all, of the practice behaviors within a competency. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Identity: Identify as a professional social worker &amp; conduct self</td>
<td>1. Social workers advocate for client access to the services of social work.</td>
</tr>
</tbody>
</table>
accordingly

<table>
<thead>
<tr>
<th>Ethical Practice: Apply social work ethical principles to guide professional practice.</th>
<th>1. Social workers recognize and manage personal values in a way that allows professional values to guide practice.</th>
</tr>
</thead>
</table>
| Critical Thinking: Apply critical thinking to inform and communicate professional judgments | 2. Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.  
4. Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. |
| Human Behavior: Apply knowledge of human behavior and the social environment | 1. Social workers critique and apply theory and empirical knowledge to understand the diversity of persons and environments |
| Policy Practice: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | 1. Social workers analyze, formulate and advocate for policies that advance social well-being. |
| Practice Contexts: Respond to contexts that shape practice | 2. Social workers continuously appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services and develop needed policies. |

III. ADDITIONAL 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 understand the impact of discrimination and social stigma on the nature and causes of poverty.

4. To understand the extent to which historical practices and public policies widened social divisions that contribute to contemporary experiences of oppression.

5. To demonstrate the ability to critically analyze a social problem and the social, political, and economic factors that contributed to its development.

IV. COURSE REQUIREMENTS

A. Required Texts


B. Recommended Texts


C. Other Recommended Resources and Media

**Catholic Social Teaching**

USCCB Seven Themes of CST


**Advocacy**


Charity Lobbying for the Public Interest [http://www.clpi.org](http://www.clpi.org)

OMB Watch [http://www.ombwatch.org](http://www.ombwatch.org)
D. Course Assignments

1. **Values Inventory and Reflection (15%)**: Students will write a thoughtful 3-4 page (double-spaced) reflective paper analyzing the similarities and differences between their personal values and the policy positions taken by the social work profession. Specific guidelines are posted on Blackboard. **Due Class 3.**

2. **Biographical Sketch of Social Work Pioneer-of-Color (10%)**: In pairs, students will prepare and present a 5-minute Powerpoint presentation on a social work pioneer-of-color based on the guidelines posted on Blackboard. Four presentations will be given during Classes 4, 5, 7, 8, 9, and 10. To avoid duplication, students should seek approval of their selected pioneer from the instructor by Class 3.

3. **Mid-Term Exam**: Students will take an exam on material covered in Classes 1 through 9 on November 11th.

4. **Analysis of Contemporary Social Issue**: Students work in pairs to prepare an 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 13.
Students will present their issue analyses on Classes 13 and 14.

E. Grading Policy and Weight of Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values Inventory</td>
<td>15%</td>
</tr>
<tr>
<td>Biographical Sketch of SW Pioneer-of-Color</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Analysis of Contemporary Social Issue</td>
<td>35%</td>
</tr>
<tr>
<td>Paper and Presentation</td>
<td></td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grading System

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>F</td>
<td>0 - 69</td>
</tr>
</tbody>
</table>

F. Preparation, Attendance & Participation

Students are required to attend classes and are expected to participate
meaningfully in class discussion/exercises and online forums as required. The
class participation grade will be determined by the instructor’s perception of the
student’s preparation for and contributions to class discussion/activities. Different
students will make different kinds of contributions. Some will have an easy time
with spontaneous interactions while others will be more comfortable making
planned statements about key ideas from the readings or other sources. Both
types of contributions are valued.

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 requests.

IV. CLASS EXPECTATIONS
Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements (http://ncsss.cua.edu/courses/index.cfm), including scholastic and behavioral requirements.

NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.

A. Scholastic Expectations
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. Behavioral Requirements:
Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
- Attend all classes and contribute constructively to the classroom culture
- Demonstrate competence in planning academic activities and in following through on those plan
- Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
- Use an appropriate level of class time and instructor’s time and attention in and out of class
- Behave in a manner that is consistent with the ethical principles of the social work profession.

C. 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 (http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm) and appropriate Program Handbooks.

D. Confidentiality
Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs are for professional learning purposes only and are subject to strict professional standards of confidentiality. These same standards of
confidentiality also extend to various forms of written communication and peer consultation.

Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. I will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss practice settings, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.

E. 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, you must present that documentation to your instructors and arrange a meeting with 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 3 points for every day they are turned in late.

Class Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td><strong>INTRODUCTION TO SOCIAL WELFARE POLICY AND SERVICES</strong></td>
</tr>
<tr>
<td>August 26</td>
<td>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.</td>
</tr>
</tbody>
</table>

Required Readings


Recommended Readings


**Class 2**

**Sept. 2**

**INTRODUCTION TO AGENDA-SETTING, KEY ACTORS IN THE POLICY-MAKING PROCESS, AGENDA-SETTING STREAMS** 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**


**Class 3**

**Sept. 9**

**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**


**Class 4**

**Sept. 16**

**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.

Student presentations of social work pioneers of color.

**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).
Stern, M., & Axinn, J. (2013). Chapter 1 (pp. 9 – 13); The colonial period: 1647—1776 (pp. 16-34); The pre-Civil War period: 1777-1860 (pp. 35-80).

Recommended Reading

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

Class 5
Sept. 23

POST CIVIL WAR, THE PROGRESSIVE ERA AND THE ROOTS OF SOCIAL WORK (Part 1)
Freedmen’s Bureau, Settlement House Movement, Charity Organization Societies

Student presentations of social work pioneers of color.

Required Reading

View Part I “Legacies of Social Change”


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).


Berman-Rossi, T., & Miller, L. (1994). African-Americans and the settlements during the late


Class 6
Sept. 30th

**Meet with Congresswoman Kyrsten Sinema**

U.S. Capital Visitor’s Center, Congressional Meeting Room South First St SE, Washington, DC 20515. Meeting on September 30th from 10:00 AM to 11:30 AM.

Take Metro from Campus. We’ll get off at Union Station and walk 3-4 blocks to the Visitor’s Center. Please wear comfortable shoes. You can meet us at the Capital Visitor’s Center 9:45 AM or meet us on campus at 9:00 AM so we can go together.

**Required Reading/Viewing**

Orientation to US Capital Visitor’s Center: [http://www.visitthecapitol.gov/plan-visit](http://www.visitthecapitol.gov/plan-visit). We are not doing a tour of the capital today, but you are welcome to stay for the day to do some sightseeing.


- Congresswoman Sinema’s testimony: [http://www.youtube.com/watch?v=yoaeM1Z5AaM](http://www.youtube.com/watch?v=yoaeM1Z5AaM)


Class 7
October 7

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

Student presentations of social work pioneers of color.

**Required Reading**

Watch “Women of Hull House Video”


**Recommended Reading**

Martin, J. & Martin, E. (1985). The black helping tradition in rural and urban America, Chapter
No Class on October 14th – Administrative Monday

Class 8

October 21st

POVERTY AND AMERICA’S RESPONSE I
The Great Depression, the New Deal, Fr. John Ryan and Social Reconstruction, and Post WW II

Student presentations on social work pioneers-of-color
View Part II of video “Legacies of Social Change.”

Required Reading


Pope Leo XIII. (1891, May 15). The condition of the working classes [Encyclical letter].
*Rerum Novarum*, Retrieved, June 21, 2007, from


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).


Class 9

October 28th

POVERTY AND AMERICA’S RESPONSE II
The War on Poverty and the Great Society Programs

Student presentations on social work pioneers-of-color
View Episode III, The House We Live In

**Required Reading**


**Recommended Reading**

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

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**Class 10**

Nov. 4th

**MEASURING POVERTY AND THE SOCIAL SAFETY NET: PART 1**

Student presentations on social work pioneers-of-color

**Required Reading**


**Recommended Reading**


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**Class 11**

Nov. 11th

**EXAM ON CONTENT FROM CLASS 1 THROUGH CLASS 9**

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**Class 12**

Nov. 18th

**POVERTY AND THE SOCIAL SAFETY NET: PART II- THE PERSONAL RESPONSIBILITY WORK OPPORTUNITY ACT OF 1996**

**Required Reading**


**Recommended Reading**


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**Class 13**

Nov. 25th

THE POLITICAL ECONOMY OF THE UNITED STATES: SOCIAL WORK IN THE 21ST CENTURY

Student Presentations on Contemporary Issue Analysis

**Required Readings/Viewing**

Watch “Inequality for All” available on Netflix


On the discussion board, post 2 of your own questions that could be used as discussion prompts in class. The instructor will select from among these questions to be used in small groups.

**Class 14**

Student Presentations on Contemporary Issue Analysis
Dec. 2
Last Class