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. ADDITIONAL EDUCATIONAL OBJECTIVES

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

1. 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. 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. Appreciate the importance of policy practice to advance social and economic well-being.

4. Understand several definitions and concepts related to social welfare policy and how they are shaped by values and ethical considerations.

5. Understand the impact of discrimination and social stigma on the nature and causes of poverty.

6. Understand the extent to which historical practices and public policies widened social divisions that contribute to contemporary experiences of oppression.

7. Understand how social, cultural, economic, and political contexts shape social welfare policy development and policy practice.

8. Understand the structure and organization of social welfare programs and the U.S. governmental system within which organizations and the profession carry out as well as shape welfare policies, programs and services.

9. Demonstrate the ability to apply social welfare concepts and critical analysis to historical and contemporary social welfare policies and services.

10. Demonstrate the ability to critically assess problems addressed by current and proposed social welfare policies.

11. Develop a further understanding of the legislative process, and the various actors and institutions involved in developing social policy.

12. Demonstrate the ability to critique testimony that advances a particular policy position.

13. 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 Reading
Other required readings will be available on Blackboard.

B. Recommended Readings


C. Other Recommended Resources and Media

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)

National Association of Social Workers [http://www.naswdc.org](http://www.naswdc.org)


Government

Policy Research

Center on Budget and Policy Priorities http://www.cbpp.org
Urban Institute http://www.urban.org
Brookings Institution http://www.brook.edu
Institute for Research on Poverty http://www.ssc.wisc.edu/irp
Economic Policy Institute http://www.epi.org

D. Course Assignments.

Follow are brief descriptions of each assignment. More detailed guidelines will be distributed in class and posted on Blackboard.

1. **Issue Brief:** Each student will be required to submit a 3-4 page Issue Brief on a social issue that is of importance to the social work profession and has or warrants a policy solution. **Papers are due: September 18**

2. **Analysis of Contemporary Social Issue:** Students will be asked to prepare a 10-12 page analysis of a contemporary social issue, which builds on assignment #1. This paper will give students the opportunity to apply the Kingdon model for agenda setting. **Papers are due: October 16.**

3. **Mid-Term Exam:** The mid-term exam will cover content presented in lectures and assigned readings. The exam will be held **the week of October 19.**

4. **Intellectual Biographical Papers and Presentations:** 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 5-7 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 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?

In addition, students will create presentations highlighting the contributions of the pioneer.

**Papers are due on: November 20. The presentations are due the week of November 23.**

To avoid repetition, each student should think about who they would like to research for this assignment and notify the instructor, in writing, by **October 9**. 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:


5. **Historical Context Group Presentation:** Working in assigned groups, students will present the connections between historical aspects of one social problem and the social work response to it. Groups should choose a major social problem in history and compare/contrast the social welfare response today. The discussion should focus on how the profession’s response to this problem and the people impacted by it has changed and/or remained the same over time, and discuss your suggestions for future development. The presentations should be no longer than 20 minutes. **Presentations are due the week of November 30.**
6. **Final Exam**: The final exam will cover content presented in lectures, assigned readings, and presentations after the mid-term exam. **The Final Exam will be held during exam week.**

E. **Grading Policy and Weights of Assignments**
Grades will be based on the CUA Grading Policy as described in the *Graduate Announcements*. Full credit will not be given for assignments that are submitted late. **No credit will be given for assignments submitted after they have been reviewed in class.** The following provides weights for the various course assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Issue Brief Paper</td>
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<tr>
<td>Analysis of Contemporary Social</td>
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<tr>
<td>Issue Paper</td>
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<td>Mid-term Exam</td>
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<tr>
<td>Intellectual Biographical Papers Presentations</td>
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<td>Historical Context</td>
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<td>Group Presentations</td>
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<td>Final Exam</td>
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<tr>
<td>Attendance and Participation</td>
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**Grading System**

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<th>Letter Grade</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>90 – 94</td>
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<tr>
<td>B+</td>
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<td>B</td>
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<td>B-</td>
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<td>C</td>
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<td>F</td>
<td>0 - 69</td>
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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](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 plans
- 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. Students 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 instructors as soon as possible to discuss these accommodations.

F. Use of Electronic Devices
Laptops or other electronic devices are permitted in the classroom; however, these should only be used in the context of the classroom environment. Please turn off all cell phones or other devices that would disrupt the learning environment of the classroom and put them away and removed from the classroom environment. Students who violate this policy will have 2 points deducted from class participation for each offense.
## CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Class</th>
<th>TOPIC AND READINGS</th>
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| **Week of 8/31** | Course Overview and 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. Additionally, students will discuss the complementary nature of social work values and Catholic Social Teachings. The importance of examining historical developments in social welfare to explore contemporary issues and policy.  
**Required Readings**  
Day (2009). Chapter 1  
Haynes & Mickelson (2010). Chapters 1-2  
**Recommended Readings**  
| **Week of 9/7** | The Influence of Race on American Social Policy and Development  
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 World 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. |
| **Week of 9/14** | Introduction to Agenda Setting and Legislative Processes  
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. In addition, 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. Chapter 4


Assignment Due:  Issue Brief Paper (September 18)


Students will be introduced to the origins of America’s policy response to poverty.

Required Reading
Stern & Axinn (2012). Chapter 2


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).

Week of 9/28  The Emergence of Professional Social Work

Students will consider defining movements in American social welfare history, including the Freedmen’s Bureau, Settlement House Movement, and Charity Organization Societies

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).


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**Week of 10/5**

**The Progressive Era I**

Students will consider the developments in the political economy and prevailing ideologies and 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).

**Assignment Due: Topic Selection for IBA (October 9)**

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**Week of 10/12**

**The Progressive Era II**
Students will continue to 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

Assignment Due: Group Topic Selection for Presentations (October 16)

Assignment Due: Analysis of Contemporary Social Issue Paper (October 16)

**Week of 10/19**

Mid-Term Exam

**Week of 10/26**

Poverty and the New Deal Response I
Students will consider the developments in the political economy and prevailing ideologies which influenced America’s response to poverty during The Great Depression.

Required Reading
Stern & Axinn (2012). Chapter 6

**Week of 11/2**

Poverty and the New Deal 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).


**Week of 11/9**

**The War on Poverty 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.

**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).


**Week of 11/16**

**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


**Recommended Reading**


Assignment Due: Intellectual Biographical Papers and Presentations (11/20) and presentations due week of 11/23

Assignment Due: Historical Context Group Presentations

Assignment Due: Final Exam