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

Practice behaviors that are covered this class are indicated by **bold**. Practice behaviors that are not covered in this class are indicated by **grey**.
<table>
<thead>
<tr>
<th>Core Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify as a professional social worker and conduct oneself accordingly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CSWE Suggested Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. advocate for client access to the services of social work</td>
</tr>
<tr>
<td>1.2 practice personal reflection and self-correction to assure continual professional development</td>
</tr>
<tr>
<td>1.3 attend to professional roles and boundaries</td>
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<tr>
<td>1.4 demonstrate professional demeanor in behavior, appearance, and communication</td>
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<tr>
<td>1.5 engage in career-long learning</td>
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<tr>
<td>1.6 use supervision and consultation</td>
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| Apply social work ethical principles to guide professional practice. |

<table>
<thead>
<tr>
<th>CSWE Suggested Practice Behaviors</th>
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</thead>
<tbody>
<tr>
<td>2.1 recognize and manage personal values in a way that allows professional values to guide practice</td>
</tr>
<tr>
<td>2.2 make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles</td>
</tr>
<tr>
<td>2.3 tolerate ambiguity in resolving ethical conflicts</td>
</tr>
<tr>
<td>2.4 apply strategies of ethical reasoning to arrive at principled decisions</td>
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</tbody>
</table>

| Apply critical thinking to inform and communicate professional judgments. |

<table>
<thead>
<tr>
<th>CSWE Suggested Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
</tr>
<tr>
<td>3.2 analyze models of assessment, prevention, intervention, and evaluation</td>
</tr>
<tr>
<td>3.3 demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
</tr>
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</table>

| Engage diversity and difference in practice. |

<table>
<thead>
<tr>
<th>CSWE Suggested Practice Behaviors</th>
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</thead>
<tbody>
<tr>
<td>4.1 recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
</tr>
<tr>
<td>4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
</tr>
<tr>
<td>4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
</tr>
<tr>
<td>4.4 view themselves as learners and engage those with whom they work as informants</td>
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| Advance human rights and social and |

<table>
<thead>
<tr>
<th>CSWE Suggested Practice Behaviors</th>
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</thead>
<tbody>
<tr>
<td>5.1 understand the forms and mechanisms of oppression and discrimination</td>
</tr>
</tbody>
</table>
| economic justice. | 5.2 advocate for human rights and social and economic justice  
5.3 engage in practices that advance social and economic justice |
| Engage in research-informed practice and practice-informed research. | 6.1 use practice experience to inform scientific inquiry  
6.2 use research evidence to inform practice |
| Apply knowledge of human behavior and the social environment. | 7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation  
7.2 critique and apply knowledge to understand person and environment |
| Engage in policy practice to advance social and economic well-being and to deliver effective social work services | 8.1 analyze, formulate, and advocate for policies that advance social well-being  
8.2 collaborate with colleagues and clients for effective policy action |
| Respond to contexts that shape practice. | 9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services  
9.2 provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. |
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

| Engagement | 10.1.1 substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;  
10.1.2 use empathy and other interpersonal skills; and  
10.1.3 develop a mutually agreed-on focus of work and desired outcomes. |
| Assessment | 10.2.1 collect, organize, and interpret client data;  
10.2.2 assess client strengths and limitations;  
10.2.3 develop mutually agreed-on intervention goals and objectives; and  
10.2.4 select appropriate intervention strategies. |
| Intervention | 10.3.1 initiate actions to achieve organizational goals;  
10.3.2 implement prevention interventions that enhance client capacities;  
10.3.3 help clients resolve problems;  
10.3.4 negotiate, mediate, and advocate for clients; and  
10.3.5 facilitate transitions and endings. |
| Evaluation | 10.4.1 social workers critically analyze, monitor, and evaluate interventions. |
III. FURTHER EDUCATIONAL OBJECTIVES

Upon completion of this course, students will 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 and Readings:


B. Recommended Readings


C. Other Recommended Resources and Media:

**Catholic Social Teaching**


**Advocacy/Policy**

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

**Government**

- Thomas @ Library of congress [http://thomas.loc.gov](http://thomas.loc.gov)
- United States Census Bureau [http://www.census.gov](http://www.census.gov)
- US Senate [http://senate.gov](http://senate.gov)
- White House [http://www.whitehouse.gov](http://www.whitehouse.gov)

**Policy Research**

- Center on Budget and Policy Priorities [http://www.cbpp.org](http://www.cbpp.org)
- Urban Institute [http://www.urban.org](http://www.urban.org)
- Brookings Institution [http://www.brook.edu](http://www.brook.edu)
- Institute for Research on Poverty [http://www.ssc.wisc.edu/irp](http://www.ssc.wisc.edu/irp)
- Economic Policy Institute [http://www.epi.org](http://www.epi.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 (15%)**: Students will prepare and present a 5-10 minute Powerpoint presentation on a social work pioneer-of-color based on the guidelines posted on Blackboard. 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 2.

3. **Three Online Quizzes (30%)**

   - **Quiz #1 (Classes 1 through 3)**: Will open Thursday, May 26th at 11:59PM and close Monday, May 30th at 11:59PM.

   - **Quiz #2 (Classes 4 - 7)**: Will open Thursday, June 9th at 11:59PM and close Monday, June 13th at 11:59PM.

   - **Quiz #3 (Classes 8 through 11)**: Will open Tuesday, June 21st at 11:59PM and close Friday, June 26th at noon.

4. **Analysis of Contemporary Social Issue (30%)**: Students will prepare an analysis of a contemporary social issue using Kingdon’s agenda-setting model. 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 10 by 5:00 PM. Students will present their issue analyses on Classes 10 and 11. Presentations will be 10 minutes including an additional 5 minutes for Q&A.

**Weight of Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Values Inventory</td>
<td>15%</td>
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<tr>
<td>Biographical Sketch of SW Pioneer-of-Color</td>
<td>15%</td>
</tr>
<tr>
<td>Three online quizzes (10% each)</td>
<td>30%</td>
</tr>
<tr>
<td>Analysis of Contemporary Social Issue</td>
<td>30%</td>
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<tr>
<td>Paper (25%)</td>
<td></td>
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<tr>
<td>Presentation (5%)</td>
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</tr>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
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</table>

**E. Grading Policy**: The university grading system will be utilized (see policy in bulletin). The grade will be based upon the extent to which the student meets the course objectives.
as demonstrated by class participation and the required assignments. Papers will be marked down **3 points** for every day they are turned in late.

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

F. **Attendance and Participation**

1. Students are expected to attend all class sessions, to arrive at classes on time, and to conduct themselves in an ethical and scholarly fashion. In the event that it is necessary for a participant to miss a class session or come late, s/he is expected to notify the instructor in advance. Students are responsible for obtaining any class notes or other materials distributed when they are absent. Unexcused or multiple absences may result in a reduction of the final grade.

2. The use of laptops or other devices should be used in such a manner that they do not disturb or distract other students. Recording devices should only be used with the permission of the instructor and should be turned off at the request of the instructor or class participants when requested in the event that personal or confidential information is being discussed.

3. Students are expected to read all required readings for each class session and be prepared to participate in classroom discussions and exercises.

4. The course combines the formats of didactic lectures and participatory seminars. Students and the instructor will endeavor to draw on their own experience including professional practice experience, relevant literature and analytic thinking about the course content. Each student is expected to participate actively in class discussions and to come prepared to share current knowledge, ideas, and relevant experiences as appropriate. Students and the instructor will view each other as resource persons.

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 special requests. These evaluations will serve as a basis for ongoing course revisions.

V. CLASS EXPECTATIONS

Scholastic Expectations:

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should demonstrate communication ability consistent with graduate level performance, reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and be carefully proofread by the student before submission to the instructor for grading.

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.

Accommodations:

Students with physical, learning, psychological or other challenges wishing to request accommodations must identify themselves with the Disability Support Services (DSS) and submit documentation of a disability. Once you have documented a disability, DSS will establish whether any accommodations or academic adjustments are required. If so, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic and Readings</th>
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</table>
| Class 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.  |
| Class 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.  |
| Class 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**


**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.

Two student presentations on 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. 11 – 15); Chapter 2, The colonial period: 1647—1776 (pp. 16-34); The pre-Civil War period: 1777-1860 (pp. 35-59).

**Recommended Reading**

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


**POST CIVIL WAR, THE PROGRESSIVE ERA AND THE ROOTS OF SOCIAL WORK**

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

View Part I “Legacies of Social Change” and/or “Women of Hull House Video”

Three student presentations on social work pioneers-of-color
Required Reading


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), Chapter 4 (pp. 61-76).


**Class 6**
June 7

**POVERTY AND AMERICA’S RESPONSE I**

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

Three 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]. 


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 7 June 9th

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

Four 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).
**Class 8**  
**June 14th**

**MEASURING POVERTY, THE SOCIAL SAFETY NET, and LIVING ON $2.00 A DAY**

Short lecture on measuring poverty and social safety net issues, but longer small group and large class discussion on Edin & Shaefer book.

Four student presentations on social work pioneers-of-color

**Required Reading**


**Recommended Reading**


**Class 9**  
**June 16th**

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

**Required Reading**


Recommended Reading


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

Student Presentations on Contemporary Issue Analysis

Required Readings/Viewing before class

Watch “Inequality for All” available on Netflix before class. 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 11  Student Presentations on Contemporary Issue Analysis
June 23th  Last Class