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

ISBN-10: 0-205-52215-7
B. **Recommended Texts**


C. **Other Recommended Resources and Media**
Blackboard ([http://bb8.cua.edu](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/](http://ncsss.cua.edu/)


D. **Course Assignments**
Assignment 1: Mid-Term Exam

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

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:


Assignment 3: Biographical Paper/Presentation

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 Manuel 6th 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:


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 influence 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

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

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<th><strong>September 7 – Labor Day (No Class)</strong></th>
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| 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  
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**  
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

Carlton-LaNey, I. (1994 June). The Career of Birdye Henrietta Haynes, a


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

development of social welfare. AFFILIA, 20(2). 153-168

Martin & Martin, Chapters 2 – 4

Recommended Readings
reformer of womanist consciousness, 1908-1940. Social Work, 42(6).
573-583.


**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


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

**Required Readings**

Axinn & Stern, Chapter 7


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


10 November 16 – Policy Debates

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

Required Readings


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


Recommended Readings


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).


13 December 7 – FINAL PAPERS/SYMPOSIUM

14 December 14 – FINAL EXAM
# SEMESTER AT A GLANCE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
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<td>8/31</td>
<td>INTRODUCTION TO SOCIAL WELFARE POLICY AND SERVICES</td>
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<tr>
<td>9/7</td>
<td>LABOR DAY - NO CLASS</td>
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<tr>
<td>9/14</td>
<td>THE ORIGINS OF AMERICAN SOCIAL WELFARE</td>
<td>Discuss policy positions for debates</td>
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<td>9/21</td>
<td>RACE: THE POWER OF ILLUSION</td>
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<tr>
<td>9/28</td>
<td>POST CIVIL WAR, THE PROGRESSIVE ERA AND THE ROOTS OF SOCIAL WORK I</td>
<td>Select social work pioneers</td>
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<td>10/05</td>
<td>POST CIVIL WAR, THE PROGRESSIVE ERA AND THE ROOTS OF SOCIAL WORK II</td>
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<td>10/12</td>
<td>COLUMBAS DAY – NO CLASS</td>
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<tr>
<td>10/19</td>
<td>MID-TERM EXAM</td>
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<td>10/26</td>
<td>POVERTY AND AMERICA’S RESPONSE I</td>
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<td>11/2</td>
<td>POVERTY AND AMERICA’S RESPONSE II</td>
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<td>11/9</td>
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<td>11/16</td>
<td>POLICY DEBATES</td>
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<td>12/7</td>
<td>PRESENTATIONS</td>
<td>Final papers due</td>
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<tr>
<td>12/14</td>
<td>FINAL EXAM AND WRAP UP</td>
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This syllabus may be revised as needed by the instructor.
SELECTED BIBLIOGRAPHY


