

****Note to instructors:** These items can be used to gauge student learning after each chapter or periodically throughout the course or may be combined with the essay questions provided for the midterm and final exams. While page numbers are provided as references for the answer key that accompanies these exam items, each chapter includes some items that require considerable critical thinking and careful synthesis of the text material, not just comprehension of the content. While this higher-order analysis will be challenging for some students and may require more manual assessment by instructors, it is an imperative component of CSWE's 2015 EPAS and the foundation of effective social work practice.

Chapter 2: The Historical Context: Basic Concepts and Early Influences

1. The origin of U.S. social welfare policy is best characterized as:
 - a. an extension of the obligation to charity found within dominant religious traditions
 - b. an ambivalent melding of charitable obligation and Protestant work ethic
 - c. a complex classification that divides those in need between the 'worthy' and 'unworthy'
 - d. all the above

D (pages 24-25)

2. What made being poor less stigmatizing at the beginning of Western society than it is in the U.S. today?
 - a. people lacked communication and media, so no one found out that one was poor
 - b. instability due to crop failures and illness, combined with the fact that most of the society lived at close to subsistence levels, created a context where everyone knew that they could become poor themselves
 - c. people were more compassionate and moral back then
 - d. poverty did not become stigmatizing until the creation of formal 'welfare' programs

B (pages 26-27)

3. Which of the following was NOT a central feature of the English Poor Law of 1601?
 - a. abolished the distinction between 'worthy' and 'unworthy' poor
 - b. provided outdoor relief in non-institutional settings
 - c. created workhouses for unemployed laborers
 - d. embodied the principle of local responsibility for those in poverty

A (pages 29-30)

4. Our Temporary Assistance to Needy Families program today parallels the concept of _____ from the English Poor Law of 1601:
 - a. almshouses
 - b. workhouses
 - c. outdoor relief
 - d. a sliding scale to index benefits to the cost of essential items, such as food

C (page 30)

5. An approach to social policy which asserts that government should assure basic needs as a right of citizenship in advanced economies is called:
- a. residual
 - b. institutional
 - c. localized
 - d. socialist

B (page 31)

6. Which of the following was NOT an original goal of the U.S. Constitution?
- a. increase the power of the central government
 - b. protect state and individual rights
 - c. establish the framework of government for the new nation
 - d. extend voting rights beyond white males, in a rejection of the policies of the British colonial government

D (page 41)

7. A strengths perspective views which of the following as a legacy of slavery within African-American communities?
- a. fragmented families
 - b. lower levels of formal education
 - c. a strong tradition of self-help organizations and mutual aid
 - d. fear of white people

C (page 47)

8. In response to claims of sovereignty by Native American tribes, in 1830 Congress:
- a. granted reparations to Native people whose lands had been taken by white settlers
 - b. gave Native tribes more control over their child welfare systems
 - c. described the treatment of Native peoples in the new nation a 'genocide'
 - d. passed legislation forcing most tribes to abandon their lands and settle on reservations west of the Mississippi River

D (pages 36-37)

9. Which group of new immigrants has NOT faced significant discrimination and hostility upon settling in the U.S.?
- a. Irish
 - b. Italian
 - c. Mexican
 - d. none of the above

D (pages 38-39)

10. The period in U.S. history known as Reconstruction was:
- a. the final end to legal discrimination of African Americans in the United States

- b. the beginning of decades of constant struggle between the federal government, firmly supporting minority rights, and Southern states opposed to suffrage for African Americans
- c. a temporary improvement in the rights of African Americans, followed by a long period of segregation, legalized oppression, and economic deprivation
- d. a complete failure; no real assistance was afforded to former slaves

C (pages 41-42)

11. Which of the following causes are NOT strongly identified with the U.S. settlement house movement, itself part of the foundation of the social work profession?

- a. the origin of the juvenile court system
- b. attention to the needs of African Americans in urban areas
- c. abolition of child labor
- d. emphasis on social reform rather than individual casework

B (page 46)

12. The programs created out of society's recognition of the normal risks of living and the need to pool money to help in the event of misfortune like unemployment or injury are called:

- a. social insurance
- b. Social Darwinism
- c. residual assistance
- d. risk management

A (page 47)

13. Mothers' pensions were originally designed to aid primarily:

- a. never-married women, because they were often the most disadvantaged
- b. African-American women, because they were usually poorer than white women
- c. women who were divorced, because the stigma associated with divorce at the time made it hard for these women to find work
- d. widows, who met society's imposed morals test

D (page 49)

14. Mothers' pensions represent a _____ approach to family support:

- a. paternalistic
- b. institutional
- c. maternalistic
- d. materialistic

C (page 49)

15. Some argue that, because the U.S. social welfare system originated in the context of localized support to the needy, provided through religious institutions, a private, faith-based approach would work best today. What factors suggest that this may not, in fact, be the case?

U.S. society today is much more diverse than in the past, and research has found that people are often less motivated to make charitable donations to those they perceive as very different than themselves. Many people lack connection to any religious institution and, indeed, even to any local community. Social needs are such that few faith-based institutions have sufficient resources to address them; even many religious institutions depend heavily on public dollars to provide for social needs. People in need would receive very different supports, depending on where they lived and how affiliated they were with a particular religious group, if these were the only sources of support for those in poverty. Additionally, there are some populations whose challenges may be unrecognized or stigmatized by religious institutions, including in the areas of reproductive health, LGBTQ+ equality, and addictions. (page 23-24)

16. Imagine that you are a social work advocate for individuals who are homeless. You have a meeting with a state legislator who is known to be a devout Jew. How might you integrate what you know about the role of Judaism in the foundation of our social welfare tradition to frame your argument for their support?

Jewish teaching includes many mandates to provide for people living in poverty. There is a strong emphasis on social justice which includes the most vulnerable members of society. In today's context, people who are homeless are certainly among these most vulnerable people, and Judaism instructs that we treat them with justice and compassion. While the legislator's policy preferences are likely informed by factors other than their religious beliefs, you might think about how forging alliances with Jewish organizations or leaders could help position your concerns as aligned with the policymaker's faith tradition. (page 22)

17. Religious traditions are not the only historical value systems that influence social policy today. Explain how discussions of poverty and economic inequality evidence the influence of Social Darwinism; further, how do these beliefs contribute to the policy responses proposed, and what are the implications for people's outcomes?

When policymakers and others talk about poverty as resulting from purely or primarily individual factors, such as academic success, work effort, or personal choices, these arguments reflect the Social Darwinist belief that people's success—and its absence—both stem from natural consequences. By extension, those who believe that poverty is a natural and unavoidable result—the way things should be or always will be—are less supportive of interventions that would alter these outcomes. Similarly, people who see wealth and economic success as the natural result of individuals' 'fitness' usually oppose interventions that would redistribute wealth more equitably. Indeed, people who have Social Darwinist beliefs usually support elevating

rich people to positions of greater authority, since they are perceived to have 'earned' such stature. (page 24)

18. Explain your understanding of Frederick Douglass' critique of the new nation's claims of equality and liberty and compare the excerpt in the chapter to current protests against racial injustice.

Douglass used the occasion of the 4th of July to emphasize the extent to which the United States' professed commitment to equality and freedom contrasted to the reality of slavery. Similarly, protests against racial inequality, by Black Lives Matters, African-American professional athletes, and others, often use the proclaimed values of the United States to remind policymakers and their fellow Americans of the ideals we say we cherish, and the policies required to live up to them. (page 32)

19. What elements of the historical policy approach to social welfare are seen in modern programs such as Temporary Assistance to Needy Families?

TANF makes distinctions between the worthy (those with short-term needs that result from circumstances out of their control) and unworthy poor (those who have been dependent on public assistance for a long time, continue to have children after receiving TANF, and/or do not meet work requirements); it excludes most immigrants (as 'strangers'), encourages participation by faith-based entities, seeks to limit costs, and emphasizes work as the most important activity for mothers in poverty. (page 30)

20. Why is it important for social workers practicing in child welfare to know the history of Native boarding schools? How might you, as a social worker, educate yourself for this area of practice?

The practice of removing Native children from their homes to place them in institutions created not only individual/family trauma, but also community-level harm. This state-sanctioned maltreatment has contributed to Native communities' mistrust of authorities and also continues to shape professional and official attitudes and practices towards Native families. Social workers practicing in Native child welfare should ensure that their approaches center family and tribal strengths, position Native leadership as decision-makers, and honestly account for the legacy of accumulated traumas. To prepare for this practice, social workers should study the policies that facilitated removal of Native children and current policies and practices regarding Native child welfare, learn about the values and norms of tribes with which they will be working, and examine their child welfare institutions for cultural competence. (page 37)

21. Describe the influence of the origins of our profession on the profession's modern identity.

Social work continues its dual emphases on individual help and societal reform, as begun with the evolution of the settlement house and Charity Organizations Societies. Today, our profession encompasses both the strengths perspective/system change model of the settlement houses and the professional casework orientation of COS. Additionally, as the profession seeks to diversify its ranks and more adequately reflect the client populations we serve, the demographic makeup of both the settlement houses and the COS are perpetuated to some extent in today's professional profile. (pages 42-47)

22. What are three contributions of African-American social workers to our profession/our society?

Confronting racism as a cause of many social problems, developing self-help organizations to meet African Americans' needs, educating other African-American social workers, promoting civil rights (page 47)

23. Name three accomplishments of the Progressive Era that are significant today.

Federal government responsibility for child protection, consumer protection as a legitimate government function, progressive taxation, labor laws that made workplaces safer and healthier, food safety, women's suffrage (pages 47-51)