RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE

19:910:504                            Social Welfare Policy and Services I
Fall  2009
Instructor:

Office hours: Telephone: Email:

I.  Catalog Course Description

History, philosophy, and development of social welfare as an essential institution in the United States. Study of the emergence and role of social work, understanding of patterns of current provision, and introduction to analysis of social welfare policies.

II.  Course Overview

This course traces the history of social welfare and within it, the evolving role of social work and social welfare. An analytic approach is used to highlight the forces that facilitate or inhibit changes in social policies. An overview of current patterns of provision is used with an analytic, evaluative framework.

III.  Place of Course in Program

This is a foundation course, required for all students in the Professional Foundation.

IV.  Course Objectives

Students are expected to:

1. Develop an understanding of the concept of social problems and acquire knowledge about the changing definitions of social problems and social issues including: poverty, deprivation, bias and discrimination, substance abuse, and other problems affecting populations at risk, e.g., ethnic minorities of color, women, gays and lesbians, the elderly, the disabled, and other groups with special needs.

2. Utilize historical analysis to gain knowledge and understanding of the development of social welfare as an institution and of societal forces that lead to changes in social policy.
3. Gain knowledge and understanding of the social work profession, its philosophical and value base, its institutional structure, its emergence and development in American society; and the relationship of social work and social welfare more broadly.

4. Gain understanding of the ethics and values dimension of social welfare and social work as well as a better understanding of their own values as these conform or conflict with those of the profession.

5. Acquire knowledge and understanding of present social welfare provision, and the role of various levels of government, the market, and the voluntary sector in social welfare.

6. Acquire knowledge and understanding of advocacy and policy analysis, and its application historically and in contemporary policy development.

6. Acquire knowledge about major characteristics of the main sectors of social welfare, such as health, education, income maintenance, housing, employment and training, and the personal social services, as well as the use of an analytic framework to enhance critical thinking and understanding.

V. **Required Texts and Readings**


The required text (Axinn & Stern) can be purchased at the Rutgers University Bookstore or at [www.efollet.com](http://www.efollet.com), and is on reserve at Alexander Library, Graduate Reserve.

Other required readings are available through the Rutgers University library e-reserves. Electronic reserves can be accessed through the Rutgers University Libraries home page: [http://www.libraries.rutgers.edu](http://www.libraries.rutgers.edu) / click on Reserves / readings are listed under course name and number or under instructor name Zippay.

VI. **Course Requirements**

Students are expected to attend class and to complete readings on a timely basis so that they can participate effectively in class discussions. In addition, students are expected to take leadership roles in class discussion or exercises.

Students are expected to read and utilize articles on topics related to the course content in the *New York Times* and in current journals. Students are expected to keep a **policy journal** of newspaper articles related to themes discussed in class.
There will be a **mid-term examination** and a **final paper or essay exam**. Paper topics require approval of the Course Instructor. Further details about assignments will be given in class.

**VII.  Grading**

Grades will be weighted as follows: mid-term exam 40 percent; final assignment 50 percent; class participation and policy journal 10 percent. Papers are due in class on the required date. Excessive unexcused absences (two or more) will affect your grade negatively. Five or more absences will result in an F.

**VIII. Course Evaluation**

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

**IX. Course Outline**

A variety of methods are used including lectures, discussions, exercises and assignments, readings, videos. Readings marked with an asterisk "*" are available electronically through the library reserve system, and are required.

**Week 1:**
**Overview: Social Problems and Social Policy in an Historical Context**

**Conceptual and Analytic Frameworks.**

- **Defining social problems and policy development in an historical and contemporary context; themes common to historical and contemporary policy development**
- **Policy and its determinants: social values and beliefs; social conflicts; political, economic and social conditions**
- **Major conceptual themes for the course: Individual/Collective; Residual/Institutional perspectives; Social control/Social rehabilitation/Empowerment; Sectarian/Secular; Public/Private-for-Profit/Private Non-profit; Selective/Universal; Federal/State/Local; Professional/Volunteer.**

**Core Readings**


Problems, 18(3), 298-306.


**Week 2:**
**Poor Law Tradition and the New Country**

Problems, needs and rights: Colonial Period to the early 1800s

- The English Poor Laws in America
- Society allocating welfare as reward and punishment
- The New State and the role of Native Americans, African-Americans, and Women
- Family and community responsibility
- Themes common to contemporary policy development: deserving vs. undeserving poor

**Core Readings**


**Supplementary Reading**


Fathers/Masters: Children/Servants (2000). In P. Fass & M. Mason (Eds.)
Week 3:
The Rise of the Institution: Social Reform and Social Conflict, 1800 to 1860

- New institutions: Federal, state, local, and voluntary organizations
- States rights and federal responsibility
- Social control and reform movements
- Slavery and abolitionists
- Labor and new ideologies
- Contemporary connections: Institutions as a policy/program response

Core Readings


Supplementary Reading


Week 4:
Reconstruction, Urbanization and Scientific Charity, 1860 to 1900
• The role of the national government in protecting rights

• Urbanization and immigration

• Social Darwinism and racism

• Scientific Charity and social control

• Poverty, crime, and child welfare as social rehabilitation

• Contemporary connections: The concept of rehabilitation in current policy and programs

Core Readings


*: "The Dramas of Haymarket" available at: www.chicagohistory.org/dramas/overview/over.htm

Video

Orphan Trains

Supplementary Reading


Week 5:

• Social reform in a progressive era: Impact on African-Americans, women, recent immigrants, and populations at risk
• The settlement movement and urban and national reform
• The emergence of the social work profession
• The national government and social policy
• The role of voluntarism
• Contemporary connections: Mother’s Pensions and the origin of cash welfare

Core Readings


Supplementary Readings


Week 6: The Depression and the New Deal, 1930-1948

- The responses of Hoover vs. FDR: economic liberalism / Keynesian economics
- The first New Deal: cash relief and employment programs
- The emergence of the modern welfare state: Public Assistance and Social Insurance
- Residual and institutional approaches
- Contemporary connections: The social safety net - conceptual origins of cash welfare, social security, Unemployment Insurance, et al

Core Readings


* Interview from Studs Terkel's Hard Times at www.studsterkel.org/htimes.php


Video: "The Great Depression & the New Deal" (35 min). [Available at Livingston Media Library (call no. 2-6612)].


Supplementary Reading


**Week 7:**
**Midterm Exam Review**

**Week 8:**

**Midterm Exam**

**Week 9:**

**Analyzing Social Welfare Policies**

- The processes of policy formation and development
- Framework for policy analysis: The elements of choice - Basis of social allocation (Who benefits?); Nature of social provisions (What is provided?); Structure of the delivery system (How are services provided?); Mode of finance (Through what means?).
- Analysis of values and issues of distributive justice: Adequacy, equity, equality
- Application of the analytic framework to discussion of the New Deal: Bases of social allocation; nature of provisions; strategies for delivery

**Core Readings**


**Week 10:**

**Civil Rights and the 1950s**

* Axinn & Stern (2008), Chapter 7, (sections pertaining to 1950s)
* Video: Eyes on the Prize


Week 11:

1960s: Changing Perspectives on Social Issues, Civil Rights, and Social Policy

- Changing perceptions and definitions of social problems
- Issues of social and economic justice; empowerment
- The programs of the War on Poverty and Great Society
- Application of the analytic framework: Bases of social allocation; nature of provisions; strategies for delivery
- Universal vs. selective
- Contemporary connections: The legacy of the social programs of the 1960s-Headstart, Community Action, Medicaid, Medicare


Week 12:

1970s: The Paradoxical Era

Welfare Reconsidered: Social Policy, Human Need and the Conservative Tide

- Goals and philosophy of the Reagan administration: Devolution, decentralization, federalism and the states; privatization; individual vs public responsibility; enacted budget changes and their effects; supply-side economics; deserving vs. undeserving poor
- The mixed economy of social welfare

Core Readings


**Supplementary Readings**


**NO CLASS NOVEMBER 27 / THANKSGIVING**

**Week 13:**

**The Reagan Years**


**Video**

Michael Harrington and Today's Other America: Corporate Power and Inequality.

**Week 14:**


- Programs and philosophy of the Clinton administration: Neo-liberalism; welfare reform; expanded EITC; Family Leave Act; AmeriCorps; HUD programs
- Application of the analytic framework to policy development in the 1990s: The dimensions of choice; adequacy, equity, equality
- Public assistance, welfare reform, loss of entitlements
• Social Insurance, health and social services
• Social welfare expenditures
• Public and private social welfare
• Changing economy; poverty
• Processes of policy development
• Bush Administration: ideology of social welfare

*Axinn & Stern (2008). Chapter 9, Social welfare and the information economy


Blank, R. Fighting Poverty: Lessons from recent U.S. history. Distinguished lecture on economics in government, University of Michigan, An Arbor: MI. [http://www.jstor.org/cgi-bin/jstor/printpage/08953309/di014722/01p0204o/0.pdf?backcontext=page&dowhat=Acrobat&config=jstor&userID=80fc4311@wustl.edu/01cc9933990050b7995&0.pdf](http://www.jstor.org/cgi-bin/jstor/printpage/08953309/di014722/01p0204o/0.pdf?backcontext=page&dowhat=Acrobat&config=jstor&userID=80fc4311@wustl.edu/01cc9933990050b7995&0.pdf)


**Supplementary Readings**


**FINAL ASSIGNMENT DUE**

**Week 15:**

**Review of current social welfare system**

- Review of historical and current major themes: Individual/collective; residual/institutional development perspectives; social control/social rehabilitation/empowerment; sectarian/secular; public/private-for-profit/private non-profit; selective/universal; federal/state/local; professional/volunteer.
- Future issues: The changing workplace and globalization
- Comparative systems: International social welfare


Handler, J. (2003). Social citizenship and workfare in the US and


X. Academic Integrity

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the citation style preferred by the discipline.

Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one’s own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Plato’s comment…” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

XI. Disability Accommodation

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu; 732-932-2847.

XII. Bibliography

Histories of Social Welfare in the United States


**Colonial Times to Civil War**


**Civil War through World War I**


Green, E. (Ed.). (1999). *Before the New Deal: Social welfare in the South, 1830-


**Post World War I through World War II**


**End of the 1940s to Present**


POLICY APPROACHES, FRAMEWORKS, CURRENT OVERVIEWS


SUBSTANTIVE AREAS, SPECIAL POPULATIONS

Aging and the Elderly


**Gays and Lesbians**


**Health, Mental Health and Substance Abuse**


Chamberlin, J. (1997). The Ex-patients’ movement: Where we’ve been and where we’re going. In L. Spaniol, C. Gagne, & M. Koehler (Eds.), *Psychological and Social Aspects of Psychiatric Disability* (pp. 541-51). Boston: Boston University Press.


**Homelessness/Housing**


**Poverty, Work, Income Support**


Social Service Review, 66, 149-77.


Racism and Ethnic Issues


**Women and Children**


University Press.


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OTHER USEFUL RESOURCES

Current Journals in: Areas of specialization as well as general social welfare, public policy, social work, and other disciplines.


U.S. Bureau of the Census: [www.census.gov](http://www.census.gov)


U.S. Legislative Search Engine: [www.thomas.loc.gov](http://www.thomas.loc.gov)