

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

Social Welfare Policy and Services I (09:910:311):

Class Times and Locations:

Instructor:

Office:

Email:

Office hours:

Phone:

I. Catalogue Course Description

In historical perspective, exploration of social welfare, social policy, and the emergence of the social work profession. Philosophical, political and practical bases of social policies and programs.

II. Course Overview

This course traces the history of social welfare and within it the evolving role of social work. An analytic approach is used to highlight the social, economic, political, and philosophical forces that effect problem formulation and which lead to, or inhibit, changes in social policies and programs. An overview of current patterns of provision is given with an analytic framework which enables critical evaluation of social welfare provisions. Special attention is given to the values and perspectives of the society, groups-at-risk, the social work profession, and students.

III. Place of Course in Program

This is a required course for social work majors.

IV. Course Objectives

Upon completion of this course, students will be able to:

1. Describe and analyze the historical foundations of the contemporary US welfare state, social welfare policies and the social work profession.
2. Describe the concept of “social problems” and analyze the changing definitions of social problems.
3. Describe and critically analyze social welfare policies, from an evidence based and value based perspective. Apply a social, economic and environmental justice and human rights framework to the analysis of social welfare policies and programs.
4. Describe and analyze the role of various levels of government, the market, and the

voluntary sector in social welfare provision.

5. Describe and analyze the development and functioning of the main sectors of social welfare, such as health, income maintenance, housing, employment and training, and social services
6. Analyze the impact of social welfare policies on varying and intersectional forms of social inequalities, including those related to race, class, gender and gender identity, sexual orientation, age, disability status, immigration status and other social categories.
- 7 Describe and analyze historical and contemporary advocacy efforts, social movements, social work and policy strategies that helped to eliminate structural barriers, promote social justice and ensure the more equitable distribution of social good and rights.

V. School of Social Work Learning Goals.

To prepare students for practice and leadership roles in the fields of social work and social welfare. This goal is operationalized using three of the ten Council on Social Work Education (CSWE) prescribed competencies. These competencies are as follows:

1. Identify as a professional social worker and conduct oneself accordingly;
2. Apply knowledge of human behavior and the social environment; and
3. Apply critical thinking to inform and communicate professional judgment.

VI. THE COUNCIL ON SOCIAL WORK EDUCATION POLICY & ACCREDITATION STANDARDS

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE uses the Education Policy and Accreditation Standards (EPAS) to accredit and reaffirm baccalaureate and master-level social programs in the United States. These accreditation standards can be reviewed at cswe.org or by accessing the link on the Rutgers School of Social Work homepage. The Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. This course will assist students in developing the following competencies:]

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: (1) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and (2) engage in practices that advance social, economic, and environmental justice.

Competency 5: Engage in Policy Practice ^[SEP] Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their ^[SEP] role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers: (1) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; (2) assess how social welfare and economic policies impact the delivery of and access to social services; and (3) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

VII. Required Texts and Readings

There is one required text for this class (don't worry. It's fairly inexpensive):

Patterson, James T. (2000). *America's Struggle Against Poverty in the Twentieth Century*, Cambridge MA: Harvard University Press. You can get it from the University bookstore (check to make sure they've got it in) or from Amazon. Priced between \$9 used and \$20 new. See this link:

https://www.amazon.com/Americas-Struggle-Against-Poverty-Twentieth/dp/0674004345/ref=sr_1_1?crid=3IMYZIAPXVDIX&dchild=1&keywords=america%27s+struggle+against+poverty&qid=1629304878&srefix=America%27s+strugg%2Caps%2C209&sr=8-1

SWPS I Course Readings.

There is no required textbook for this class. All articles are available on the CANVAS course webpage, via electronic reserve or through a weblink on this syllabus. To access the electronic reserves, visit the libraries website at www.libraries.rutgers.edu. For articles on electronic reserve, most are listed under the name of Teaching Professor Eric Lock, SWPS I undergraduate. Any additional articles will have a hyperlink in the syllabus. I recommend that you use the CANVAS site to find your electronic readings. The e-reserve contains readings for any section of SWPS (even older versions) and is organized by article title, making it much harder to find readings efficiently.

VIII. Course Policies and Requirements

Students are expected to attend class and to complete readings on a timely basis so that they can participate effectively in class discussions. **All readings are required except for the “additional recommended readings” which are suggested.** In addition, students are expected to take leadership roles in class discussion or exercises. Three missed classes and/or excessive lateness will result in a grade reduction and could result in course failure.

Email

Please note that all students in this course are required to have a Rutgers University email address. Emails will not be sent to other addresses. Course notices, including information related to the weekly discussion topics, weekly lecture outlines, and revisions in due dates and assignments, will be sent to these addresses. If you do not have a Rutgers email address or are not receiving emails for this course, please contact the RU HelpDesk at 732-445-HELP (4357).

When contacting the instructor by email, you must identify yourself fully by name, class title and section number in the subject header of your email. I will check my email daily. I will respond to course related questions within 24–48 hours.

Technology Use in the classroom

Students may of course use laptops and tablets in order to follow and make notes on lectures or to view handouts. I ***strongly discourage*** the use of phones in class. If you need to make a call or send a text, you must do so outside the classroom. *Use of phones in class will affect your participation grade.* The only exception to this may come up if we have occasion to use cell phone polling technology at some point in the class.

IX. Assignments and Grading

1. Introductory Personal Essay	5%
2. Policy Discussion Board:	15%
3. Income Inequality Data Analysis	10%
4. Midterm Exam	30%
5. Final Exam	30%
6. Attendance & Participation	10%

Policy Discussion Board (15% of final grade).

You are required to complete a total of eight Discussion Board submissions. For most weeks, I will post a few questions of the week in the module area of the course web page. These questions will ask you to comment on the main points in the readings that I want to emphasize (and that will be relevant to the mid-term and final exams). Students will be expected to submit comments on at least ONE of the questions of the week for: Weeks 3-6 and weeks 9-11.

For each week where there is a discussion board posting, you will be responsible for...

- 1) *Comments* on ONE of the questions of the week.
 - a. **Due:** by Monday at midnight
 - b. **Length:** About half-page (~200 words).

You will receive full credit for this aspect of the course if you submit satisfactory responses to the questions of the week. You may also submit commentary on another student's response to a question. *Submission of engaging responses will be augment one's participation & attendance score.*

This is what I call a “due diligence” assignment. That is: your response will not be graded on whether or not you got the questions “right.” Rather, your response will be deemed satisfactory if

you demonstrate *true engagement* in your response to one of the questions of the week. “True engagement” with one of the questions of the week means that your answer stems directly from the readings (i.e. it shows that you have done at least one of the readings) for that week. Remember: you do not have to answer ALL of the questions of the week. They are there to get you thinking about the readings and the theme for that week. You *may*, of course, answer multiple questions, but you don’t HAVE to. You’re fine as long as you address at least ONE of the questions.

Be prepared to discuss the question or questions you addressed in your discussion post during class. Probably the best way to study for the Midterm and Final Exams is to diligently read, reflect on and address the questions of the week in the discussion forum.

I will track your submissions and on occasion, where I feel it is appropriate or needed, I will respond to your submissions. Because of the volume of submissions, do not expect to find a response from me every week. If there are issues / questions about which you really would like to get my feedback, shoot me an email and I will do my best to reply within the week.

Short Written Assignments: (15% of final grade)

- ***Introductory Personal Essay*** (5%) Due Week 1 *Friday, September 10 11:59pm.*
This is a simple assignment. See instructions in week one module on the course canvas page. You will submit a 2 page (600 words) essay.
- ***Income Inequality Assignment*** (10%) Due 11:59pm, Monday, Nov.29 Length: About 4 double-spaced pages (approx. 900 words). *See course webpage for specific instructions for this assignment.*

Resource for researching income inequality Assignment:

Economic Policy Institute’s *State of Working America* Website.

<http://www.stateofworkingamerica.org/> focusing on tables and brief text in the following areas:

- Income Inequality, Poverty, Wages and Compensation, Wealth, Mobility

Midterm exam. Week 8 (30% of final grade)

The midterm will cover lectures and reading materials from weeks one through eight and will include both short answer and essay components. The midterm will be held in class and students will be allotted an entire class session to complete it.

Final exam. Finals Week. Date TBA (30% of final grade)

The final exam will cover lectures and reading materials from weeks one through fourteen and will include both short answer and essay components. The final will be held in class and students will be allotted an entire class session to complete it.

Class participation and attendance. students are expected to attend in-person class and to complete readings on a timely basis so that they can participate effectively in class discussions. I take attendance for each class session.

My attendance & participation scoring is as follows:

1. Half of your attendance & participation grade (5 pts) is based on timely attendance the other half is based on your participation in class (asking questions and making comments during lecture). Students can also augment their participation scores by submitting thoughtful responses to other students' commentary on the discussion board.
2. Here's how the absence policy works:
 - a. There is no penalty for your first absence.
 - b. Students lose 1 point (of five) for their second absence;
 - c. Students lose *an additional 2 points* for their third absence;
 - d. Students lose 2 more additional points for their fourth absence and I have to report the student's name to the BSW administration in order to assess whether or not the student can continue in the class (so let's just not go there 😊).
3. Last point: tardiness can also affect your attendance score. Each tardy instance is treated like 1/3 of an absence. In other words, if one is tardy 3x, it equals 1 absence.
4. More than three missed classes and/or excessive lateness will result in a grade reduction and could result in course failure.

Note: my attendance policy is a “no questions asked” policy. If you need to miss a class, that's OK. You are adults. I do not require an excuse or a doctor's note. I do not do “excused absences”. That's what the “first absence=no penalty” is for. I adopt this policy out of respect for your maturity and out of respect for your privacy. *If a health or other extreme situation arises that you think will cause you to miss multiple class sessions, please notify me and we can discuss what to do about it. Limited exceptions to the attendance policy may be granted, but I must emphasize: this is exceedingly rare.*

Late assignments will be accepted only under highly unusual circumstances and with a minimum of a 48-hour notice to the instructor. Late assignments will be penalized with a 5 point deduction for missing the initial deadline and a 10 point deduction for being more than one week late. Late submissions to the discussion board work essentially the same way, but the late penalty scoring is a little different. Late discussion entries lose 25% of the score.

Writing quality: Please note that the quality of your writing will affect your grade. You are expected to edit and proofread your written assignments several times. If you believe you need assistance with your writing, please contact the Student Learning Centers at <https://rlc.rutgers.edu/> for assistance with writing. And of course, all written work—be it for assignments or on exam essay questions—must be in your own words. We use **TURNITIN** technology to track authenticity of your written work. Please see the academic integrity statement at the end of the syllabus for more clarity on plagiarism.

VIII. Course Evaluation

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. In addition, the instructor will ask students to participate in an anonymous mid-point course evaluation and will elicit student feedback regarding the course content and instructional methods throughout the semester. If students are having difficulties with the course or have constructive suggestions, it is highly recommended that they inform the instructor.

IX. Course Outline

A variety of methods are used including lectures, discussions, exercises and assignments, readings, videos or guest lectures, and student presentations.

Week by Week Summary of the Semester

Week	Theme	Work Due
<i>Part I: Introduction and Conceptual Pre-Requisites</i>		
1	Introduction and Overview of the Class: Thinking from a structural perspective	<i>Introductory Reflection Essay Due: Friday, Sept. 10 midnight</i>
2	Social Policy in a Stratified Society: Race, Class and Ascriptive Characteristics	
3	Social Justice Frameworks	Discussion Board
4	What is a <i>Welfare State</i> ?	Discussion Board
<i>Part II: The Early American Welfare State</i>		
5	The Colonial Period & the legacy of the English Poor Laws	Discussion Board
6	Reconstruction and its legacy on the Politics of the American Welfare State	Discussion Board
7	The Progressive Era	Discussion Board
8	MIDTERM EXAM	
<i>Part III: The Modern American Welfare State</i>		
9	The New Deal & the Creation of the Modern Welfare State	Discussion Board
10	The Post WW II Era: The Great Society	Discussion Board
11	The Reagan Revolution: The Conservative Tide	Discussion Board
<i>Thanksgiving Week: No Class Nov. 23&24</i>		
12	After the Revolution: The Rise of Structural Inequality	Economic Inequality Data Analysis. Due midnight Monday, Nov. 29
13	The Legacy of the Reagan Revolution: Welfare Reform	
14	FINAL EXAM	Exam time and location TBA

A note on the course schedule for Fall Semester 2022: *Due to some highly unusual circumstances in the academic calendar in Fall 2022, we were forced to drop a week of content, and to squish together two weeks of content into one class session. This is regrettable, as it prevents our review of American Welfare State History from reviewing the post-2000 era. To the extent possible, we will make some resources available (on the Canvas Pages) to students who*

would like to review this content on their own time. Anyone who would like to follow up further on this may contact lead instructor Eric Lock at el586@ssw.rutgers.edu or 608 334 4101.

Weekly Topics and Readings

Section I: Definitions and Concepts

By the end of this section, students will be able to:

1. Outline the major topics relevant to a course in social welfare policy
2. Define social justice, identify the dominant social justice perspectives behind conservative and liberal views of the welfare state, and identify the limitations/omissions of both of these dominant views.
3. Define the difference between attitudinal and institutional racism; define the meaning and distinctive significance of structural racism.
4. Appreciate the difference between structural and individual or behavioral analyses of social problems.
5. Recognize the different dimensions of the social justice conversation in social work, noting differences between social, economic, and environmental justice, as well as justice notions based in a recognition of universal human rights.
6. Define a social welfare state by its functions and moral justification.
7. Understand what commodification and de-commodification mean.
8. Identify the determinants of social welfare policy including social values and beliefs; social conflicts; and historical, political, economic and social conditions.

Week 1: Introduction: the role of Social Work in a Racialized Stratification System

Beeghly, Leonard, 1988. "Individual and Structural Explanations for Poverty," *Population Research and Policy Review*, Vol. 7, No. 3 pp. 201-222

Blau, J. & Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th ed.) Chapter 5: Ideological perspectives and conflicts. *Note: read pg. 135-163.*

Haynes, Karen S. (1998). "The One Hundred Year Debate: Social Reform vs. Individual Treatment," *Social Work*, 43, 6, pp. 501-509 (Skim 586-590).

Recommended but not Required:

Gambrill, E. (2001). "Social Work: An Authority Based Profession." *Research in Social Work Practice*, 11, 2, 166-174.

Courtney, Mark & Harry Specht (2000). "Social Work and Psychotherapy in the American Community," (ch. 1, 1-29) in *Unfaithful Angels: How Social Work has Abandoned its Mission*. New York: The Free Press.

Online Resources for deeper understanding of the Structural vs. Individual Explanations of Poverty:

- Good Summary of Sociological Approaches to Studying Poverty and Inequality
https://socialsci.libretexts.org/Bookshelves/Social_Work_and_Human_Services/Social_Problems_-_Continuity_and_Change/02%3APoverty/2.03%3A_Explaining_Poverty
- Another Good Online Summary of Sociological Theories of Poverty
<https://courses.lumenlearning.com/suny-socialproblems/chapter/1-2-sociological-perspectives-on-social-problems/>

Week 2: Understanding Institutional Racism Institutionalized Forms of Oppression

Bonilla-Silva, Eduardo 2014. "The Strange Enigma of Race in Contemporary America" Chapter 1 in *Racism without Racists: Color-blind Racism and the Persistence of Racial Inequality in America*. New York: Rowman & Littlefield Publishers, Inc.

McGhee, Heather 2020. "Racism Drained the Pool" Ch. 2 in *The Sum of Us: How Racism Costs Everyone and How We Can Prosper Together*. New York: Random House.

National Association of Social Workers, 2007. "Institutional Racism and the Social Work Profession: A Call to Action. NASW Press.

See Canvas Page for additional optional reading resources on institutional racism, structural analysis and the state of argumentative conversations in America today.

Assignment: Introductory Essay. Due Friday, September 10th, 11:59pm

Week 3: The Moral Dimension of Social Work: Social Justice

Reichert, Elizabeth (2001). "Placing Human Rights at the Center of the Social Work Profession." *The Journal of Intergroup Relations*, 28, 1, 43-50.

Rawls, John (1997, 1971). Justice and Equality. Reprinted in L. Pojman & R. Westmoreland (Eds.), *Equality: Selected Readings* (pp. 183-190). New York, NY: Oxford University Press.

Peter Singer (1981). "The Right to be Rich or Poor" Ch. 2 (pp. 37-52), in Jeffery Paul (Ed.) *Reading Nozick: Essays on "Anarchy, State and Utopia,"* Totowa, NJ: Rowman & Littlefield.

Mills, Charles W. 2009. "Rawls on Race / Race in Rawls" *The Southern Journal of Philosophy*, Vol. 47, 161-84 (skim 163-169).

Rogge, M. (2013). Environmental Justice. In National Association of Social Workers and Oxford University Press (Eds) *Encyclopedia of Social Work*.

Week 4: What is a Welfare State?

By the end of Week 3, students will be able to:

1. Define what is a welfare state
2. Understand the political, economic and historical determinates of the shape and form of welfare states in general and the United States in particular.
3. Identify the determinants of social welfare policy including social values and beliefs; social conflicts; and historical, political, economic and social conditions

Esping-Anderson, Gosta, 2000 (1990). "The Three Worlds of Welfare Capitalism" (154-168) in Pearson, Christopher and Francis Castles (eds) *The Welfare State: A Reader*, Cambridge: Polity Press.

Russell, J. W. (2006). The origins of social policy in Europe and the United States. In *Double standard: Social policy in Europe and the United States* (pp. 43-52). Lanham, MD: Rowman and Littlefield.

Gilbert, N. & Terrell, P. (2013). Chapter 2: The modern welfare state, in *Dimensions of Social Welfare Policy* (8th ed.). *Just read pg. 47-60, starting at the heading "Welfare Goals"*.

Section II: The Emergence of the American Welfare State

By the end of this section, students will be able to:

1. Explain the English Poor Laws in America and analyze their contemporary implications for American social welfare
2. Describe and analyze themes common to contemporary policy development related to the historical categories of the deserving and undeserving poor
3. Explain the significance of reconstruction and analyze the role of the federal government in ensuring political and civil rights during this period
4. Describe and analyze progressive era social welfare policies, such as mother's pensions, and consider their implications for contemporary social welfare
5. Describe the emergence of the social work profession and consider how these historical origins continue to influence social work today
6. Describe the emergence of the modern welfare state: differentiate public assistance programs from social insurance programs and analyze these in relation to residual and institutional approaches to social welfare
7. Describe the contemporary connections of the social safety net to its conceptual origins of cash assistance, social security, Unemployment Insurance, et al.

Week 5: Poor Law Tradition and the New Country. Problems, needs and rights: Colonial Period to the early 1800s.

Jansson (2018). Chapter 3, "Fashioning a new society in the wilderness." Jansson, B.S. *The reluctant welfare state: Engaging history to advance social work practice in contemporary society (8th or 9th edition)*. Stamford, CT: Brooks/Cole.

Leiby, James (1981). "The Poor Laws" (ch.1, 32-42) in Gilbert, Neil and Harry Specht (eds.), *The Emergence of Social Welfare and Social Work*, Itasca IL: FW Peacock.

Handler, Joel (1972) "Theory and Development" ch.2 in *Reforming The Poor: Welfare Policy, Federalism and Morality*. New York: Basic Books

Optional Further Reading

Samuel Mencher (1981). "The Changing Balance of Status and Contract in Assistance Policy" (ch.1, pp. 42-60) in Gilbert, Neil and Harry Specht (eds.), *The Emergence of Social Welfare and Social Work*, Itasca IL: FW Peacock.

Hanson, Helana et al 2009. "Pathologizing poverty: New forms of diagnosis, disability, and structural stigma under welfare reform" *Social Science & Medicine* 103 (2014) 76-83

Week 6: Reconstruction and the Birth of the Racialized Welfare State.

Foner, Eric (2005). Selections from, Ch. 3 (76-100), Ch. 4 (107-118 & 121-124) and Ch. 5 (128-138 & 141-149). In *Forever Free* New York: Alfred A Knopf.

Hofstadter, R. (1955). The Coming of Darwinism. In *Social Darwinism in American thought* (pp. 13– 30). Boston: Beacon Press.

Required Video Viewing:

The American Experience. *Reconstruction: The Second Civil War. Part One:*
<https://www.youtube.com/watch?v=KMCRF7g5ptM>

The American Experience. *Reconstruction: The Second Civil War. Part Two*:
<https://www.youtube.com/watch?v=S0GvRBW9N2w&t=603s>

Optional Further Reading:

Foner, Eric (2015, March 28). Why reconstruction matters. New York Times. Available at:
<http://www.nytimes.com/2015/03/29/opinion/sunday/why-reconstruction-matters.html>

Resources for watching the film:

PBS *the American Experience Resource Page for "Reconstruction: The Second Civil War"*
<https://www.pbs.org/wgbh/americanexperience/films/reconstruction/>

FURTHER VIDEO WATCHING (if you just can't get enough of Reconstruction History!)

Heath Cox Richardson Lecture: "How the South Won the Civil War: Oligarchy, Democracy and the Continuing Fight for the Soul of America"

<https://www.wilsoncenter.org/event/how-south-won-civil-war-oligarchy-democracy-and-continuing-fight-soul-america>

Henry Louis Gates Jr. 2019. *Reconstruction: America After the Civil War* (4 part PBS documentary):
<https://www.pbs.org/weta/reconstruction/>

Week 7: The Progressive Era: Emerging Concepts of Social Work and Social Welfare from 1900 to 1930.

TEXTBOOK: Patterson, James T. (2000). "The Gospel of Prevention: Progressive Style" Ch. 2 (pp. 19-33), in *America's Struggle Against Poverty in the Twentieth Century*, Cambridge MA: Harvard University Press.

Link, Arthur and McCormick, Richard L. (1983). "Progressivism in History: the origins of progressivism" (Ch. 1, pp.11-20) in *Progressivism*, Arlington Heights IL: Harlan Davidson.

Franklin Donna L. 1986. "Mary Richmond and Jane Addams: From Moral Certainty to Rational Inquiry in Social Work Practice: *Social Service Review*, Vol. 60, No. 4, pp. 504-525.

Kendi, Ibram X. (2017) "The Birth of a Nation" and "Media Suasion", chapters 25 & 26 in *Stamped From the Beginning: The Definitive History of Racist Ideas in America*. New York: Nation Books.

Optional Further Reading:

Linda Gordon (1994). "Don't wait for deliverers": Black women's welfare thought, in *Pitied but not entitled: Single mothers and the history of welfare, 1890-1935* (pp. 111-144), New York: Free Press.

Addams, J. (1910). First days at Hull-House. In *Twenty years at Hull-House*. New York: Macmillan. (Also excerpted in I.C. Colby (Ed.), (1989), *Social welfare policy* (pp. 155-65). Chicago: Dorsey Press.

Hamington, Maurice, "Jane Addams", *The Stanford Encyclopedia of Philosophy* (Summer 2019 Edition), Edward N. Zalta (ed.).

<https://plato.stanford.edu/archives/sum2019/entries/addams-jane>

Nelson, B. (1990). The origins of the two-channel welfare state: Workmen's compensation and mother's aid. In Linda Gordon (Ed.), *Women, the State, and Welfare* (pp. 123-151). Madison, WI: University of Wisconsin Press.

Week 8: MID-TERM EXAM

Honor Pledge

“To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: On my honor, I have neither received nor given any unauthorized assistance on this examination.”

Section III: The Modern American Welfare State

By the end of this section, students will be able to:

1. Describe the significance of the Great Migration and The Civil Rights Movement and analyze their relationship to contemporary racial inequality and structural racism.
2. Analyze the programs of the War on Poverty and Great Society
3. Discuss the contemporary connections with the social programs of the 1960s-HeadStart, Community Action, Medicaid, Medicare
4. Describe the goals and philosophy of the Reagan administration: including devolution, decentralization, privatization; individual responsibility and supply-side economics--and analyze their effects on social welfare policies
5. Describe the programs and philosophy of the Clinton administration including neo-liberalism; welfare reform; EITC; Family Leave Act
6. Describe how Welfare Reform – in the form of the Personal Responsibility and Work Opportunity Act of 1996 – represents a retrenchment of American welfare policy by returning policy to conservative principles of less eligibility and a distinction between the deserving and undeserving poor.

Week 9: COMBO WEEK: The Depression and the New Deal & Conceptualizing the social welfare system in the U.S: Will America form a *Residual* Welfare State, or an *institutional* Welfare State? And how does this choice impact a Racialized Social Hierarchy?

The Great Depression & The New Deal:

TEXTBOOK: Patterson, James T. (2000). “The Early Welfare State” Ch. 4 (55-75), in *America’s Struggle Against Poverty in the Twentieth Century*, Cambridge MA: Harvard University Press

The American Welfare State

Gilbert, Neil and Harry Specht (1981.), “Policy and Social Institutions” (Ch. 2, pp. 66-73) in *The Emergence of Social Welfare and Social Work*, Itasca IL: FW Peacock.

Dolgoft, R. & Feldstein, R. (2003) “Examining a Social Welfare Program” in *Understanding Social Welfare* pp.134-50.

Dolgoft, R. & Feldstein, R. (2003 & amended by Instructor) “Structural Analysis of Five Social Welfare Programs” from Chapters 9 & 10 in *Understanding Social Welfare* pp.134-50.

Meyers, Marcia 2007. “The Institutional Architecture of Anti-Poverty Policy in the United States: Looking Back, Looking Ahead.” *Focus*, Vol. 25 Number One Spring-Summer.

Week 10: From World War II to the 1970s. The Great Society and Changing Perspectives on Social Issues, Civil Rights, and Social Policy.

Patterson, James T. (2000). “Girding for a War on Poverty” and “OEO: A hand up, not a hand out” (chapters 8 & 9, pp. 122-149) in *America’s Struggle Against Poverty in the Twentieth Century*, Cambridge MA: Harvard University Press.

Bailey, M. & Danziger, S (Eds). *Legacies of the War on Poverty*. New York, NY Russel Sage Foundation. Chapter 1: Introduction, pp. 1-36.

Optional Further Readings

Katz, Michael (1989). "Intellectual Foundations for the War on Poverty. In *The Undeserving Poor: From the War on Poverty to the War on Welfare* (pp. 79-123). New York: Pantheon.

D'Emilio, J. (1990). The growth of the gay liberation movement. In M. Duberman, M. Vicinus, and G. Chauncy, (Eds.) *Hidden from history*. NY: Meridian.

Week 11: The Reagan Revolution: the Conservative Tide of 1980s

Patterson, James T. (2000). "Regression in the early 1980's" (Ch. 14, pp. 204-216) in *America's Struggle Against Poverty in the Twentieth Century*, Cambridge MA: Harvard University Press.

Ginsberg, Leon (1998). "Conservative Politics and Social Welfare" (Ch. 6, pp.91-109) in *Conservative Social Welfare Policy: A Description & Analysis*. Chicago: Nelson-Hall.

Besharov, Douglas 2008. "Social Welfare Conservatism" Policy Brief for The American Enterprise Institute. New York.

Bonilla-Silva, Eduardo 2014. "The New Racism" Chapter 2 in *Racism without Racists: Color-blind Racism and the Persistence of Racial Inequality in America*. New York: Rowman & Littlefield Publishers, Inc.

Further Resources (non-mandatory)

Ginsberg, Leon (1998). "Political Orientations and Social Welfare" (Ch. 3, pp.41-55) in *Conservative Social Welfare Policy: A Description & Analysis*. Chicago: Nelson-Hall.

Week 12: After the Revolution: The Rise of Structural Inequality

Waquant, Loic and WJ Wilson, 1989. "The Cost of Racial and Class Exclusion in the Inner City", *Annals of the American Academy of Political and Social Science*, 501, pp. 8-25.

Freeman, Richard, 2008. "The New Global Labor Market" *Focus*, 26, 1, 1-6.
<http://www.irp.wisc.edu/publications/focus/pdfs/foc261a.pdf>

Economic Policy Institute, 2012. Chapter 2, "Income: Already a Lost Decade" in *The State of Working America*. 12th Edition. **SKIM the chapter, focusing on the charts and Tables**

Further Resources:

Economic Policy Institute's State of Working America Data Page
<http://www.stateofworkingamerica.org/>

Assignment Due: Income Inequality Analysis. Due: Monday, Nov. 29th 11:59pm

Week 13: The Legacy of the Reagan Revolution: Welfare Reform

TEXTBOOK: Patterson, James T. (2000). "No Consensus on Welfare Reform" chapter 15 (217-233) in *America's Struggle Against Poverty in the Twentieth Century*, Cambridge MA: Harvard University Press.

Rodgers, Harrell R. 2006. Ch. 5 "The Evolution of Welfare: Ending Welfare as we know it" in *American Poverty in a New Era of Reform*". Armonk NY: ME Sharpe.

Moffit, Robert (2008). "A Primer on U.S. Welfare Reform." *Focus*. 26(1), 15-26.
<http://www.irp.wisc.edu/publications/focus/pdfs/foc261c.pdf>

Optional Further Readings

Martha Coven, 2005. "An Introduction to TANF". Center for Budget and Policy Priorities. Washington DC: (an updated version of the original summary by Liz Schott is now available at <http://www.cbpp.org/1-22-02tanf2.htm>).

Zedlewski, Sheila R. (brief 24, April 2012). Welfare Reform: *What Have We Learned in Fifteen Years?* Urban Institute. Available at: <http://www.urban.org/UploadedPDF/41539-Welfare-Reform-What-Have-We-Learned-in-Fifteen-Years.pdf>

LaDonna Pavetti and Dorothy Rosenbaum. 2010. "Creating a Safety Net That Works When the Economy Doesn't: The Role of the Food Stamp and TANF Programs – Summary." (2 pgs) Washington, DC: Urban Institute. <http://www.urban.org/UploadedPDF/412148-Creating-a-Safety-Net.pdf>

Week 14. *FINAL EXAM: Location and Time TBA*

X. Academic Integrity

All work submitted in a 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 APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition. 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 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.

Plagiarism as described in the University's Academic Integrity Policy is as follows: "*Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course.*

Some common examples of plagiarism are:

*Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.

* Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.

* Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.

* Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution".

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Patricia Findley at pfindley@ssw.rutgers.edu The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see:

<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

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 University Office of Disability Services, Lucy Stone Hall, Livingston Campus 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045, email address: [dsoffice@rci.rutgers](mailto:dsoffice@rci.rutgers.edu)<[mailto:dsoffice@rci.rutgers](mailto:dsoffice@rci.rutgers.edu)>, Phone: (848) 445-6800, fax: (732) 445-3388, for a letter of accommodation. (Undergraduate New Brunswick students should contact the Coordinator for Students with Disabilities for their College.) Students who are taken courses in Camden should contact Mr. Tim S. Pure, Assistant Director/Disability Services Coordinator, Rutgers-Camden Learning Center, Armitage, Hall, Room 231, 311 N. 5th Street, Camden, NJ 08102, email address: tpure@camden.rutgers.edu<<mailto:tpure@camden.rutgers.edu>>. Students who are taken courses in Newark should contact Ms. Genevieve Sumski, Disability Services Coordinator, Robeson Campus Center-Newark, 350 ML King, Jr. Boulevard, Newark, NJ 07102-1898.. Any student, who has already received a letter of accommodation, should contact the instructor privately to discuss implementation of his/her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.