

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY  
SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**Advanced Contemporary Policy: Economic Justice for Families and Communities  
19:910:585: [Section]  
Summer 2023**

**MASTER**

**Instructor:**

**E-mail:**

**Office:**

**Office Hours:**

**I. CATALOG COURSE DESCRIPTION**

This advanced-year graduate course will examine social welfare issues and policies with the goal of preparing students to engage in policy practice focused on promoting economic and social justice for individuals, families, and communities. This course examines the values and socio-political forces that contribute to the definition of the social problems, the populations affected, the evaluation of the impacts and unintended consequences of the current policies and programs, and proposals for policy reform.

**II. COURSE OVERVIEW**

The purpose of this course is to engage students in policy practice in the substantive area of policies related to promoting economic and social justice for individuals, families, and communities. The course will focus on helping students to understand the role of values, ideology, preferences, and assumptions in the policy making process; to consider how political and economic structures, special interest groups, and other contextual factors affect policy development, policy implementation, and program delivery; and to analyze policies, programs or conditions that need changes as well as the opportunities for such change. Attention is given to problem definition, characteristics of populations at risk, and ways that policy issues are shaped through legislation and political processes.

Students will learn how to follow a line of inquiry, which will help them to answer fundamental questions about any proposed policy or program change:

1. What are the underlying values and socio-political forces that have shaped this policy?
2. Who is it supposed to help and how?
3. Will it do what it is supposed to do?
4. Do we want it? (Implications of costs and benefits?)

5. Is it feasible? How could we get it?
6. How does it promote or inhibit social and economic justice?

### III. PLACE OF COURSE IN PROGRAM

This course has a pre-requisite 19:910:504 (SWPS I) and the rest of the Foundation year courses. This course is one of the Advanced Contemporary Policy (ACP) courses, any one of which is required for Advanced Year students.

### IV. PROGRAM LEVEL LEARNING GOALS AND THE COUNCIL OF SOCIAL WORK EDUCATION'S SOCIAL WORK COMPETENCIES

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). Students are welcome to review CSWE's accreditation standards at [www.cswe.org](http://www.cswe.org)

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following core competencies in both the *Management and Policy (MAP)* and *Clinical Social Work (CSW)* specializations.

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

##### ***Management and Policy (MAP)***

Social work practitioners engaged in management and policy are committed to assuring that the work of the organization or community in which they practice, and the policies for which they advocate and implement, respect and advance the rights of all those served, all those employed therein, and all those impacted by that work. They are aware of major laws and court decisions that affect such rights in their work. They are knowledgeable about social inequalities, human rights violations, and other forms of oppression in the communities they serve and their root causes.

Accordingly, they are able to develop and implement policies and training to assure such rights are fully accepted and integrated into the organization and its culture. They have the skills to understand how policies oppress the rights of others and recognize how these policies may not advance social, economic, or environmental justice; and how such policies may be amended to

protect and further human rights and social, economic and environmental justice. Social workers engaged in management and policy practice reflect on their reactions to these injustices and discuss them with their colleagues and others in a professional manner.

### ***Clinical Social Work (CSW)***

Clinical social workers are fully grounded in the ethics of the profession, recognizing the dignity and worth of all individuals and the need to advocate for social, economic and environmental justice. Clinical social workers recognize the need to assess clients' physical environment for the availability of safe shelter, food, water, and air. Clinical social workers are adept at recognizing where social and structural forces marginalize people and thus work to advocate for policies that promote justice, advance human rights, and promote environments in which all individuals can thrive.

***Assessment of Competency 3 will be based on the Advocacy Assignment using the Knowledge dimension***

### **Competency 5: Engage in Policy Practice**

#### ***Management and Policy (MAP)***

Social work practitioners engaged in management and policy fully understand the process through which social welfare policy is developed, the underlying values and ideologies that guide policy choices, and the impacts that social welfare policies may have on individuals, families, organizations, and communities. They recognize their roles and responsibilities in participating in policy development, implementation, and analysis. They engage in policy practice at the mezzo and macro level to promote equality, social justice, and human rights. They recognize how policies may enhance or limit disproportionality in life outcomes or status such as morbidity, mortality, poverty, incarceration and others. Social workers engaged in management and policy practice consistently reflect on the unintended consequences of policies and can develop strategies to address these consequences.

### ***Clinical Social Work (CSW)***

Clinical social workers recognize how policies and laws can constrain or enhance individuals' life opportunities. Clinical social workers understand that policies and laws can create movement toward equal distribution of social and economic resources or can work against such equity. Clinical assessments include attention to the constraining or privileging aspects of local, state, federal and international policies and laws, and these assessments consider how each may impact their clients' well-being. Clinical social workers recognize how their work with individuals, families and communities must inform policymakers and legislators. Practitioners of clinical social work monitor policies and laws for their unintended consequences and for their equitability. Clinical social workers understand their role in implementing social policy and recognize their professional responsibility in advocating for policy reform.

***Assessment of Competency 5 will be based on the Advocacy Assignment using the Knowledge dimension.***

Assessment of Competencies/Program Level Learning Goals: Because this course focuses on providing you with the knowledge, skills, and values for you to advance human rights and social, economic, and environmental Justice and engage in policy practice, it has been selected to be part of the School of Social Work overall assessment program of the social work competencies/program level learning goals. This means that one of the course assignments, the Advocacy assignment, has been designed to assess your attainment of these competencies.

<b>V. COURSE LEARNING GOALS</b>
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Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses human rights and social, economic and environmental justice by examining the values and socio-political forces that contribute to the definition of social problems, the populations affected, the evaluation of the impacts and unintended consequences of current policies and programs, and proposals for policy reform.

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

1. To explain how political values, ideologies, and power influence the formulation of social welfare policies.
2. To explain the processes of social policy development including how practitioners and citizens can participate in the policy making process; how the political, social, economic, and organizational factors influence policy formulation and implementation; and the relationship between state and federal policy.
3. To summarize the major domains of social welfare policies in the U.S. that influence the economic well-being of individuals, families, and communities, and the characteristics and scope of the primary policies within each domain
4. To critically apply conceptual frameworks and empirical research in the examination of social policies, services, and state and federal funding mechanisms for myriad underserved populations.
5. To explain the potential effects of social policy on individual, family, and community well-being, particularly how policies affect marginalized, oppressed, and otherwise disadvantaged populations.
6. To examine the role of policy practice and the reciprocal relationship between social policy and social work practice. This will include developing an understanding of how to apply social work values, ethics, skills and interventions to advocate for social and economic justice.

<b>VI. SCHOOL OF SOCIAL WORK MISSION STATEMENT AND SCHOOL WIDE LEARNING GOALS</b>
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The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and

strengthens individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals. Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

## VII. REQUIRED READINGS

There are no required textbooks to purchase for this course.

- All required readings are posted on the Canvas course site. For some readings please click on the web link in the syllabus (or on the Canvas site) because they include interactive features that may not be captured in a PDF.
- Students are expected to read a major newspaper on a regular basis (e.g., *The New York Times*; *Washington Post*) so that they are current with relevant federal and state issues that may be related to the course.
  - Accessing the NY Times (for free) – **MAKE SURE TO DO THIS:**  
*Rutgers University Libraries has begun an institutional subscription to The New York Times, which provides full access to NYTimes.com and The New York Times app. Unlike other Rutgers databases, all users must create personal accounts in order to access this resource. After clicking the Connect button in the site <https://www.libraries.rutgers.edu/indexes/nyt-digital>, and arriving at The New York Times website, select “Create Account” to create a NYTimes.com personal account. After creating your account, you may use it to log into NYTimes.com and The New York Times app from any location on any device.*

## VIII. COURSE LOGISTICS

### **Course format, attendance, and participation**

This class will begin at its designated time on the schedule and run for 2 hours and 40 minutes. Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate in and contribute to class discussion. Students are also expected to be on time and stay for the entire class.

### **Receiving course messages through e-mail and e-mail etiquette**

Students are expected to regularly check their RU e-mail account for course messages. The instructor will regularly communicate with students by e-mail and students are responsible for making sure they are receiving these communications.

### **Accessing readings and all other course materials**

All readings, assignment instructions, the syllabus, and other materials for this course are posted on the **Canvas learning platform**. In addition, e-mails and announcements from the instructor will be sent through Canvas to the student's RU e-mail account. Students must have a Netid and Password to access these sites and are responsible for making sure they have access before the semester begins.

### **Teaching methods**

A variety of teaching methods are utilized including lectures, discussions, class exercises and assignments, videos, audio clips, and readings. The course outline contains a list of the required and suggested readings for each course topic. Students are expected to have read the **required readings prior to class and to be prepared to discuss them and participate in class discussions**. Suggested readings are listed as resources for students to pursue as considered necessary; thus they are not required.

### **Zoom camera policy (for synchronous classes only)**

In order to promote interactive learning, engagement, and community building, we expect students enrolled in synchronous remote classes (i.e., 'Zoom') courses to turn their cameras on for the duration of class. RU SSW also expects: 1) students should be in as private and distraction free environment as possible in order to support focused learning; and 2) students should not be engaged in other activities during class (driving, at work, etc.). If you are unable to turn your camera on for a particular week, please let the course instructor know before class.

### **Respect for others in the classroom**

Social work courses often cover material and topics that can be provocative and polarizing, with room for multiple and diverse perspectives. We all must treat each other with respect when opinions are shared. Language should be used that recognizes diversity and is respectful of others. It is also imperative, as we struggle with complex political, personal, and social issues, that we not silence others by assuming that there are "politically correct" lines of thought that cannot be challenged. Nonetheless, as social workers, our opinions and conversations should always be in line with the code of ethics of the Social Work Profession.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

## **IX. DIVERSITY STATEMENT**

The School of Social Work supports an inclusive learning environment where diversity and individual differences and identities (including race, gender, class, sexuality, religion, ability, age, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Students who experience any concern around these issues should speak privately with the professor immediately.

## **X. REACHING OUT AND STUDENT SUCCESS AND WELL-BEING**

Graduate School is challenging no matter what and this has been a particularly challenging

time period for all of us. The RU SSW goal is to support your success in the classroom despite these challenges. If you are struggling academically or if you have other concerns, please reach out to your instructor and communicate your concerns. They are here to help you with course content, and they can refer you to other academic support and/or resources to support your well-being as necessary. Please remember that the Office of Student Affairs and your advisor are also here to help facilitate your success in our program as well. A variety of resources can be found at <https://socialwork.rutgers.edu/current-students/office-student-affairs> including supports around behavioral health/counseling, sexual violence and misconduct, diversity and inclusion, and bias reporting by campus.

## XI. COURSE ASSIGNMENTS AND GRADING

All assignments are to be completed by scheduled due dates. Assignments should be turned in through Canvas. **Late assignments will be penalized, at the professor's discretion, and may not be accepted.** If a due date conflicts with a religious observance, please consult with the professor well before the assignment's due date. All written assignments must be typed and adhere to the required structure. **Some assignments may be checked for originality through the Turnitin plagiarism detection software program.**

Four tasks contribute to the grade:

Assignment	Description	Relative weight
Weekly activities	Students will actively participate and engage in weekly in-class activities, which will be described by the instructor in each class session. Weekly activities will be graded on a 2-point scale, based on the following rubric: <ul style="list-style-type: none"> <li>▪ 0: Student did not participate or was absent</li> <li>▪ 1: Student participated but did not fully engage in activity or activity was not complete.</li> <li>▪ 2: Student was fully engaged in and completed the activity.</li> </ul>	30%
Mid-term exam	One exam will be administered on Canvas in week 8 and will include topics from week 1 to week 8. This exam will be graded on a 100-point scale.	30%
Policy Advocacy Assignment	Students will write a (1.5-page single-spaced maximum) letter to a federal, state, or local legislator advocating for a specific policy or policy reform. Students will submit through Canvas the topic for their chosen policy by week 12. This assignment will be due the last week of the semester. Please see detailed instructions and grading rubric in the Canvas site of this course.	30%

Attendance	Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate in and contribute to class discussion. Students are also expected to be on time and stay for the entire class.	10%
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Grade cut-offs for all courses offered by the Rutgers Graduate School of social Work (MSW) are as follows (scores of 0.5 and above will be rounded up):

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

## XII. COURSE EVALUATION

Rutgers University issues an on-line 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. An additional mid semester evaluation may be distributed as well.

## XIII. ACADEMIC RESOURCES

### Library research assistance

The Rutgers University library system (<http://www.libraries.rutgers.edu/>) contains a very impressive collection of resources and materials, many of which can be accessed on-line. See the following resource guide developed specifically for social work policy courses: <http://libguides.rutgers.edu/socialworkpolicy>

Librarians are available on each campus to meet with students:

- **Julia Maxwell** is the social work the social work librarian at the New Brunswick Alexander Library: [jam1148@libraries.rutgers.edu](mailto:jam1148@libraries.rutgers.edu); 848-932-6104
- **Natalie Borisovets** is at the Newark Dana Library: [natalieb@rutgers.edu](mailto:natalieb@rutgers.edu); 973-353-5909;
- **Katie Anderson** is at the Camden Robeson Library: [Katie.anderson@rutgers.edu](mailto:Katie.anderson@rutgers.edu); 856-225-2830.

### Writing assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Writing skills can be improved with practice and effort and Rutgers has multiple resources available to help students strengthen their professional and academic writing skills.

- All MSW SSW students (NB, Camden, Newark, IW, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available. <https://rlc.rutgers.edu/student-services/writing-tutoring>



- **Newark campus**  
The Newark writing center is available for MSW students on the Newark campus by appointment. <http://www.ncas.rutgers.edu/writingcenter>

### **Additional online resources**

#### ***APA Style***

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7<sup>th</sup> edition (2020). It can be purchased at [APA Manual 7th Edition](#). The Purdue OWL website also provide assistance with APA style <https://owl.english.purdue.edu/owl/resource/560/01/>

#### ***Email Etiquette for Students***

<https://owl.english.purdue.edu/owl/resource/694/01/>

## **XIV. ACADEMIC INTEGRITY**

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

**“Plagiarism:** Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing 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, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution."

**“Cheating:** Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else.”

**Use of artificial intelligence (AI)** such as ChatGPT is only permitted to help you brainstorm ideas and see examples, unless otherwise directed by your instructor. All material submitted in the course must be your own as per the Academic Integrity policy.

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Patricia Findley at [pfindley@ssw.rutgers.edu](mailto:pfindley@ssw.rutgers.edu)). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of 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, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

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/assignment.***

**XV. DISABILITY ACCOMMODATION**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>

**XVI. OTHER RESOURCES**

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 848.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hours per day, 7 days per week.

**XVII. COVID-19 COMMUNITY SAFETY PRACTICES**

Per University community safety regulations, "face coverings must be worn:

- indoors in shared spaces (e.g., meeting rooms, conference rooms, breakrooms, copy rooms, etc.)
- indoors in classrooms, seminar rooms, lecture halls, etc.
- indoors in private spaces with more than one occupant (shared offices)
- indoors in public spaces (e.g., hallways, restrooms, stairs, elevators, etc.)"

For additional information about community COVID-19 safety practices, please see <https://coronavirus.rutgers.edu/health-and-safety/community-safety-practices/>

<b>XVIII. SEMESTER AT A GLANCE - COURSE OVERVIEW</b>
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<b>Week</b>	<b>Date</b>	<b>Topic</b>
<b>UNIT 1: SOCIAL, POLITICAL, AND ECONOMIC FORCES CONTRIBUTING TO ECONOMIC INJUSTICE IN THE U.S.</b>		
1		Introduction to course
2		Mass incarceration, bail system, and barriers to reentry
3		Democracy and representation: Voter suppression, gerrymandering, disenfranchisement
4		Demographic trends and social indicators: where have we been, where are we going, and how are we doing?
5		The economics of social welfare policies: Where the money comes from, where it goes, and what does our political system have to do with it?
6		Contemporary economic problems: Rising income and wealth inequality
7		Poverty and economic insecurity
8		Consumer debt <b>Midterm Exam Due [Add Date]</b>
<b>UNIT II: POLICIES THAT HAVE THE POTENTIAL TO PROMOTE ECONOMIC JUSTICE</b>		
9		Housing and neighborhood programs
10		Healthcare policies: Work-based insurance, ACA, Medicaid, SCHIP, Medicare for All
11		Nutrition programs: School lunch, breakfast, SNAP, WIC
12		Employment policies: minimum & living wages, collective bargaining, workforce training, parental leave
13		Child-focused policies: Child care (universal ECE, pre-K, Head Start, subsidies) and public and higher education <b>Topic for Policy Advocacy Letter Due [Add Date]</b>
14		Income support programs: Universal: Social Security, UI, Disability, tax credits; Means-tested and targeted: TANF, EITC, SSI, GA, child support enforcement
15		Innovative policy approaches to address economic injustice <b>Policy Advocacy Letter Due [Add Date]</b>

<b>XIX. DETAILED COURSE OUTLINE</b>
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**UNIT 1: SOCIAL, POLITICAL, AND ECONOMIC FORCES CONTRIBUTING TO ECONOMIC INJUSTICE IN THE U.S.**

**Week 1:** [Add date]

**Topic:** Introduction to course

**Objectives**

- Review the mission and ethical underpinnings of the Social Work profession
- Discuss the importance of social workers being involved in policy practice, including policy formulation, policy evaluation, and policy advocacy,
- Define the terms: economic justice, social justice, racial justice
- Discuss how values, ideologies, and biases are reflected in the definition of social problems and in the social policy solutions that are considered
- Identify the goals and functions of the social welfare state and how they may be in conflict

**Required Readings**

- National Association of Social Workers. (2021). *Read the Code of Ethics*. <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>  
**Read the preamble (the rest is supplemental)**
- Simmons, L. (2017). Economic justice. In *Encyclopedia of Social Work*. Oxford University Press & NASW Press.  
<https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-1266?print=pdf> **Read pages 1-28**
- McGhee, H. (2019, December). *Racism has a cost for everyone* [Video]. TEDWomen.  
[https://www.ted.com/talks/heather\\_c\\_mcghee\\_racism\\_has\\_a\\_cost\\_for\\_everyone?utm\\_campaign=tedspread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/heather_c_mcghee_racism_has_a_cost_for_everyone?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare)

**Suggested Readings**

- Davies, D. (Host). (2021, February 17). ‘Sum of Us’ examines the hidden cost of racism—for everyone [Audio podcast episode]. In *Fresh air*. NPR.  
<https://www.npr.org/2021/02/17/968638759/sum-of-us-examines-the-hidden-cost-of-racism-for-everyone> Interview w/Heather McGhee, extended discussion of the book.
- Blau, J. & Abramovitz, M. (2014). *The dynamics of social welfare policy* (4th ed.). Oxford University Press. **Read excerpt from Ch. 2. Functions of the Welfare State, (p. 34-40).**

**Organizations and Resources**

- Rutgers SSW Anti-Racist Resource List:  
<https://socialwork.rutgers.edu/about/resources/social-justice-resources>
- Equity Justice Institute: <https://eji.org/racial-justice/>
- ACLU: <https://www.aclu.org/issues/racial-justice>
- Center for Social Inclusion: <https://www.centerforsocialinclusion.org/our-work/what-is-racial-equity/>

- New Jersey Institute for Social Justice: <https://www.njisj.org/>
- New Jersey Citizen Action: <https://njcitizenaction.org/>

**Weekly In-Class Activity**

- Watch **first half** of documentary film “13<sup>th</sup>” by Ava DuVernay <https://youtu.be/krfcq5pF8u8>

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**Week 2: [Add date]**

**Topic: Mass incarceration, bail system, and barriers to reentry**

**Objectives**

- Explain how the definition of the social problem of crime is related to race, poverty, and the history of the U.S.
- Discuss how the definition of this problem and this history contributed to the development of the criminal justice system and mass incarceration in the U.S.
- Identify the extent and causes of racial disparities in the criminal justice system in the U.S.
- Identify the consequences of this system for individuals, families, communities, and our democratic institutions
- Discuss potential reforms to address the injustices of our current system

**Required Readings**

- Hinton, E. (2016). *From the war on poverty to the war on crime : the making of mass incarceration in America*. Harvard University Press. <https://doi.org/10.4159/9780674969223> **Read Introduction: Origins of Mass Incarceration: (p. 1 - 26)**
- Sawyer, W. & Wagner, P. (2022, March 14). *Mass incarceration: The whole pie 2022*. Prison Policy Initiative. <https://www.prisonpolicy.org/reports/pie2022.html> **(MOSTLY Graphs, very little text.)**
- Brand, J. & Pishko, J. (2018, June 14). *Bail reform: Explained*. The Appeal. <https://theappeal.org/bail-reform-explained-4abb73dd2e8a/>
- Awan, N. (2021, December). *Winnable criminal justice reforms in 2022*. Prison Policy Initiative. <https://www.prisonpolicy.org/reports/winnable2022.html> **(Read 3 out of the 9 proposals presented in the article)**
- Coley, W. (Host). (2017). Land of the free, but only for some (No. 1) [Audio podcast episode]. In *Indefensible*. Immigrant Defense Project. <https://www.immigrantdefenseproject.org/indefensible-episode-1/>

**Suggested Readings**

- Kendi, I.X. (2021, July 28). Prison & police abolition: Finding true safety [Audio podcast episode]. In *Be antiracist with Ibram X. Kendi*. Pushkin. <https://www.pushkin.fm/episode/prison-police-abolition-finding-true-safety/>
- Amanpour & Co. (2021, February 25). *Reuben Miller on “The Afterlife of Mass Incarceration”* [Video]. PBS WHY. <https://www.pbs.org/wnet/amanpour-and->

[company/video/reuben-miller-on-the-afterlife-of-mass-incarceration/](#) **18 minute video of Reuben Miller, a professor of social work at the University of Chicago, reading excerpts from his fantastic new book, *Halfway Home: Race, Punishment, and the Afterlife of Incarceration*.**

- Love, M. & Schlusel, D. (2020). *Pathways to reintegration: Criminal record reforms in 2019*. Collateral Consequences Resource Center. <http://ccresourcecenter.org/wp-content/uploads/2020/02/Pathways-to-Reintegration-Criminal-Record-Reforms-in-2019.pdf>
- Coates, T. (2015). The Black family in the age of mass incarceration. *The Atlantic*. <https://www.theatlantic.com/magazine/archive/2015/10/the-black-family-in-the-age-of-mass-incarceration/403246/>
- Alexander, M. (2020). *The New Jim Crow: Mass Incarceration in the age of Colorblindness*. **Read the 10th Anniversary updated preface**
- Wickenden, D. & Remnick, D. (Hosts). (2020, January 20). Ten years after “The New Jim Crow” [Audio podcast episode]. In *Politics and More*. The New Yorker. <https://www.newyorker.com/podcast/political-scene/ten-years-after-the-new-jim-crow-michelle-alexander> **14 minute interview with author Michelle Alexander on the 10th anniversary of the publication of her book *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*.**
- Western, B. & Eason, J.M. (2019). Mass incarceration and prison proliferation in the United States. *IRP Focus*, 35(3), 2 – 21. <https://www.irp.wisc.edu/wp/wp-content/uploads/2019/11/Focus-35-3.pdf>
- Ghandnoosh, N. (2015, February 3). *Black lives matter: Eliminating racial inequality in the criminal justice system*. The Sentencing Project. <https://www.sentencingproject.org/publications/black-lives-matter-eliminating-racial-inequity-in-the-criminal-justice-system/> **Read sections II, III & IV only (p. 10-26).**
- Vallas, R. & Dietrich, S. (2014). *One strike and you're out: How we can eliminate barriers to economic security and mobility for people with criminal records*. Center for American Progress. <https://cdn.americanprogress.org/wp-content/uploads/2014/12/VallasCriminalRecordsReport.pdf> **Read the recommendations section only (p. 34-48).**

### ***Organizations and Resources***

- Prison Policy Initiative: <https://www.prisonpolicy.org/national/>
- The Sentencing Project: <https://www.sentencingproject.org/>
- 8toabolish: <https://www.8toabolition.com/>
- Campaign Zero: <https://www.joincampaignzero.org/#vision>
- Collateral Consequences Resource Center: <https://ccresourcecenter.org/>
- The Appeal: <https://theappeal.org/>
- NeighborCorp Reentry Services: <http://neighborcorpsreentry.org/>
- New Jersey Prison Watch: <https://njpjw.org/>
- Project NIA: <https://project-nia.org/>
- Incarcerated Workers Organizing Committee: <https://incarceratedworkers.org/>
- Vera Institute of Justice: <https://www.vera.org/>

**Weekly In-Class Activity**

- Finish watching documentary film “13<sup>th</sup>” by Ava DuVernay <https://youtu.be/krfcq5pF8u8>

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**Week 3: [Add date]**

**Topic: Democracy and representation: Voter suppression, gerrymandering, disenfranchisement**

**Objectives**

- Discuss what we mean by democracy and the barriers to democracy in the U.S.
- Identify the various methods by which individuals’ and communities’ votes can be suppressed
- Describe reforms and policies that can increase voter participation
- Identify who and what is on the ballot in the 2022 election in your area (people, party, platform, issues) at the local, state, and federal level
- Describe how voting happens in your state (where, when, how)

**Required Readings**

- Page, B. & Gilens, M. (2017). *Democracy in America? What has gone wrong and what can we do about it?* The University of Chicago Press. **Read Chapter 1: More Democracy (p. 3 – 15) and Chapter 3: Thwarting the Will of the People (p. 53 – 57).**
- Johnson, T.R. (2020, January 16). *The new voter suppression.* The Brennan Center <https://www.brennancenter.org/our-work/research-reports/new-voter-suppression> **Read pages 1 – 4.**
- The Brennan Center (2022, February 9). *Voter laws roundup: February 2022.* <https://www.brennancenter.org/our-work/research-reports/voting-laws-roundup-february-2022>
- Tausanovitch, A. (2022, January 4). *How to save American democracy.* The Center for American Progress. <https://www.americanprogress.org/article/how-to-save-american-democracy/>
- Vox (2015, September 23). *Gerrymandering: How politicians rig elections* [Video]. YouTube. <https://www.youtube.com/watch?v=QZZwoObFMhU>
- The Washington Post (2017, November 14). *Gerrymandering, explained* [Video]. YouTube. <https://youtu.be/bGLRJ12uqmk>

**Suggested Readings**

- Ahmed, H. (2021, March 16). *How the Biden administration can tackle America’s voter turnout problem.* Center for American Progress. <https://www.americanprogress.org/article/biden-administration-can-tackle-americas-voter-turnout-problem/>
- Uggens, C. Larson, R. & Shannon, S. (2016, October 6). *6 million lost voters: State-level estimates of felon disenfranchisement.* The Sentencing Project. <http://www.sentencingproject.org/publications/6-million-lost-voters-state-level-estimates-felony-disenfranchisement-2016/>



- Prokop, A. (2018, November 14) *Gerrymandering explained*. Vox. <https://www.vox.com/cards/gerrymandering-explained>
- Weiser, W.R. & Bannon, A. (2018, May 4). *Democracy: An election agenda for candidates, activists, and legislators*. Brennan Center <https://www.brennancenter.org/our-work/policy-solutions/democracy-election-agenda-candidates-activists-and-legislators>

**Organizations and Resources**

- Ballotpedia: <https://ballotpedia.org/>
- Common Cause: <https://www.commoncause.org/>
- Fair Fight: <https://fairfight.com/>
- When We All Vote: <https://www.whenweallvote.org/>
- NDRC: <https://democraticredistricting.com/>
- ACLU: <https://www.aclu.org/>
- Voting is Social Work: <https://votingissocialwork.org/>
- Brennan Center: <https://www.brennancenter.org/>

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**Week 4: [Add date]**

**Topic: Demographic trends and social indicators: where have we been, where are we going, and how are we doing?**

**Objectives**

- Describe changes in American families over the past several decades
- Describe demographic changes of the U.S. population as related to changes in immigration and the flow of immigrants
- Discuss how these changes relate to economic justice and the well-being of individuals, families, and communities

**Required Readings**

- Smock, P. & Schwartz, C. (2020). The demography of families: A review of patterns & changes. *Journal of Marriage and Family* 82(1), 9–34. <https://doi.org/10.1111/jomf.12612> **Read pages 9-25.**
- Felter, C. Renwick, D., & Cheatham, A. (2021, August 31). *The US immigration debate*. Council on Foreign Relations. <https://www.cfr.org/backgrounders/us-immigration-debate-0>

**Suggested Readings**

- Capps, R., Gelatt, J., Ruiz Soto, A.G., Van Hook, J. (2020, December). *Unauthorized immigrants in the United States: Stable numbers, changing origins*. Migration Policy Institute. <https://www.migrationpolicy.org/research/unauthorized-immigrants-united-states-stable-numbers-changing-origins>
- Migration Policy Institute. (2019). *Unauthorized immigrant population profiles*. <https://www.migrationpolicy.org/programs/us-immigration-policy-program-data-hub/unauthorized-immigrant-population-profiles>

- Bergeron, C. (2013, March). *Going to the back of the line: A primer on lines, visa categories, and wait times*. Migration Policy Institute. <https://www.migrationpolicy.org/research/going-back-line-primer-lines-visa-categories-and-wait-times>
- Krogstad, J.M. & Gonzalez-Barrera, A. (2019, May 17). *Key facts about U.S. immigration policies and Trump’s proposed changes*. Pew Research Center. <http://www.pewresearch.org/fact-tank/2018/02/26/key-facts-about-u-s-immigration-policies-and-proposed-changes/>
- Graham, M. (2014, June 10). *Immigration and wages: Decoding the economics*. Bipartisan Policy Center. <https://bipartisanpolicy.org/report/immigration-and-wages-decoding-economics/> **Read the one-page summary.**
- Khazan, O. (2017, January 27) The toxic health effects of deportation threat. *The Atlantic*. <https://www.theatlantic.com/health/archive/2017/01/the-toxic-health-effects-of-deportation-threat/514718/>

**Organizations and Resources**

- A Guide to Community-Based Organizations for Immigrants: <http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/nyc-cbo-list-v7-a.pdf>
- Immigrant Legal Resource Center: <https://www.ilrc.org/>
- American Immigration Lawyers Association: <https://www.aila.org/>
- The Essential Worker Immigrant Coalition: <http://ewic.org/>
- Grantmakers Concerned with Immigrants and Refugees: <https://www.gcir.org/>
- National Immigration Law Center (NILC): <https://www.nilc.org/>
- Migration Policy Institute (MPI): <https://www.migrationpolicy.org/>
- New Jersey Alliance for Immigrant Justice: <https://www.njimmigrantjustice.org/>

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**Week 5: [Add date]**

**Topic: The economics of social welfare policies: Where the money comes from, where it goes, and what does our political system have to do with it?**

**Objectives**

- *Discuss the impact of our economic system on the development of social welfare policy in the U.S.*
- *Identify the sources of revenue for social welfare policy expenditures at the federal and state levels*
- *Discuss differences between regressive and progressive taxes and who pays taxes in the U.S.*
- *Describe how federal and state revenues are spent. What are the largest expenditures on social welfare and non-social welfare programs at the federal and state levels?*

**Required Readings**

- Popp Berman, E. (2022). *Thinking like an economist: How efficiency replaced equality in U.S. public policy*. Princeton University Press. **Read Chapter 1 Thinking Like an Economist (p. 1-24).**

- National Priorities Project. (n.d.) *Budget process: Federal budget 101*. <https://www.nationalpriorities.org/budget-basics/federal-budget-101/federal-budget-process/>
- National Priorities Project. (2021) *Federal spending: Where does the money go?* <https://www.nationalpriorities.org/budget-basics/federal-budget-101/spending/>
- Center on Budget and Policy Priorities. (2018, July 25). *Policy basics: Where do our state tax dollars go?* <https://www.cbpp.org/research/state-budget-and-tax/where-do-our-state-tax-dollars-go>
- Center on Budget and Policy Priorities. (2020, December 8). *Policy basics: Federal tax expenditures* <https://www.cbpp.org/research/federal-tax/federal-tax-expenditures>

**Suggested Readings**

- Widerquist, K. & Lewis, M.L. (2001). *Economics for social workers: The application of economic theory to social policy and the human services*. Columbia University Press.  
**Read Chapter 1: The Economics Perspective (p. 1-14)**
- Ubel, M. (2021, February 3). *For the people, by the people: New Jersey state budget 101*. New Jersey Policy Perspective. <https://www.njpp.org/publications/explainer/new-jersey-state-budget-101/>

**Organizations and Resources**

- Center on Budget and Policy Priorities: <https://www.cbpp.org/>
- Economic Policy Institute: <https://www.epi.org/>
- EARN: <https://earn.us/>
- State Priorities Partnership: <https://statepriorities.org/>
- U.S. Tax and Spending Explorer: <https://www.epi.org/explorer/>
- Tax Justice Now: <https://taxjusticenow.org/>
- Participatory Budgeting Project: <https://www.participatorybudgeting.org/>
- New Jersey Policy Perspective: [njpp.org](http://njpp.org)

**Weekly In-Class Activity**

- Watch **first half** of documentary film “*Capital in the 21<sup>st</sup> Century*.”

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**Week 6: [Add date]**

**Topic: Contemporary economic problems: Rising income and wealth inequality**

**Objectives**

- Discuss what is meant by income and wealth inequality
- Describe the current levels of income and wealth inequality across different groups including by race and ethnicity
- Discuss what policies and elements of the American economic system have contributed to rising income and wealth inequality

**Required Readings**

- Keeley, B. (2015). *Income inequality: The gap between rich and poor*. OECD. [https://read.oecd-ilibrary.org/social-issues-migration-health/income-inequality/what-are-income-and-wealth\\_9789264246010-3-en#page1](https://read.oecd-ilibrary.org/social-issues-migration-health/income-inequality/what-are-income-and-wealth_9789264246010-3-en#page1) **Read Chapter 1: What Are Income and Wealth (p. 7 – 14)**
- The New York Times Editorial Board. (2020, April 9). The America we need. *The New York Times*. <https://www.nytimes.com/2020/04/09/opinion/sunday/coronavirus-inequality-america.html> **Read the article or scroll to the end to listen as a podcast.**
- Chetty, R., Hendren, N., Jones, M. & Porter, S. (2018, March). *Race and economic opportunity in the United States*. Opportunity Insights. [https://opportunityinsights.org/wp-content/uploads/2018/04/race\\_summary.pdf](https://opportunityinsights.org/wp-content/uploads/2018/04/race_summary.pdf)
- Saez, E. & Zucman, G. (2019). *The triumph of injustice: How the rich dodge taxes and how to make them pay*. W.W. Norton & Company, Inc. **Read Chapter 1 Income and Taxes in America (p. 1-23).**

**Suggested Readings**

- Inequality.org. (n.d.). *Facts: Income inequality in the United States* <https://inequality.org/facts/income-inequality/>
- OECD. (2019). Inequalities. In *Society at a glance 2019*. OECD Publishing. <https://doi.org/10.1787/bbc751e2-en>
- Stone, C. Trisi, D., Sherman, A., & Beltrán, J. (2020, January 13). *A guide to statistics on historical trends in income inequality*. Center for Budget and Policy Priorities. <https://www.cbpp.org/research/poverty-and-inequality/a-guide-to-statistics-on-historical-trends-in-income-inequality>
- Menasce Horowitz, J., Igielnik, R., & Kochhar, R. (2020, January 9). *Most Americans say there is too much economic inequality in the U.S., but fewer than half call it a top priority*. Pew Research Center. <https://www.pewresearch.org/social-trends/2020/01/09/most-americans-say-there-is-too-much-economic-inequality-in-the-u-s-but-fewer-than-half-call-it-a-top-priority/>

**Organizations and Resources**

- United for a Fair Economy: <http://www.faireconomy.org/>
- Class Action: <https://classism.org/>
- Move to Amend: <https://www.movetoamend.org/>
- Citizens for Tax Justice: <https://www.ctj.org/>
- Cooperation Jackson: <https://cooperationjackson.org/>
- Fight for \$15: <https://fightfor15.org/>
- National Committee on Pay Equity: <https://www.pay-equity.org/>
- The Opportunity Agenda: <https://www.opportunityagenda.org/>
- Tax Justice Network: <https://taxjustice.net/take-back-control/>
- Realtime Inequality: <https://realtimeinequality.org/>

**Weekly In-Class Activity**

- Finish watching documentary film “Capital in the 21<sup>st</sup> Century”

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Week 7: **[Add date]**

**Topic: Poverty and economic insecurity**

**Objectives**

- Discuss America's views of the poor and the causes of poverty over time. How have things changed?
- Describe how poverty is measured in the U.S., what proportion of the population is poor, and how we compare to other developed countries
- Discuss differences between poverty and economic insecurity
- Identify which groups in the U.S. are at greatest risk of being poor and how policies and economic and demographic changes contribute to their economic insecurity

**Required Readings**

- Institute for Research on Poverty (n.d.). *How is poverty measured?* <https://www.irp.wisc.edu/resources/how-is-poverty-measured/>
- Hoynes, H., Moffitt, R., & Smeeding, T. (2019). Measuring child poverty in the United States. *IRP Focus*, 35(2), 8-15. <https://www.irp.wisc.edu/wp/wp-content/uploads/2019/09/Focus-35-2b.pdf>
- Suh, J., Clark, J., & Hayes, J. (2018, October 11). *Basic economic security in the United States: How much income do working adults need in each state?* IWPR. [https://iwpr.org/wp-content/uploads/2020/08/R590\\_National\\_finalx.pdf](https://iwpr.org/wp-content/uploads/2020/08/R590_National_finalx.pdf) **Read pages 1-6.**

**Suggested Readings**

- Hardy, B., Romich, J. & Hill, H. (2019). Strengthening social policies to promote economic stability during childhood. *SRDC Social Policy Report*, 32(2), 1 – 36. <https://srcd.onlinelibrary.wiley.com/doi/10.1002/sop2.4> **Read pages 3-8 ONLY.**
- Le Menestrel, S. & Duncan, G. (Ed.). (2019). *A roadmap to reducing child poverty.* National Academies Press. <https://www.ncbi.nlm.nih.gov/books/NBK547364/>. **Read Chapter 2: A Demographic Portrait of Child Poverty in the US.**
- Johnson, D. (Ed.). (2019). The brain science of poverty and its policy implications. *IRP Fast Focus*, 40 <https://www.irp.wisc.edu/wp/wp-content/uploads/2019/06/FF40-2019.pdf>
- Economic Policy Institute. (2022, March). *Family budget map fact sheet.* <https://www.epi.org/resources/budget/budget-factsheets/>
- Economic Policy Institute. (2022, March). *Family budget map.* <https://www.epi.org/resources/budget/budget-map/>

**Organizations and Resources**

- United Communities Against Poverty, Inc.: <https://www.ucappgc.org/>
- Empire Justice Center: <https://empirejustice.org/>
- GiveDirectly: <https://www.givedirectly.org/>
- Shriver Center on Poverty Law: <https://www.povertylaw.org/>
- Southern Poverty Law Center: <https://www.splcenter.org/>
- Poverty and Race Research Action Council: <https://prrac.org/>
- Center on Budget and Policy Priorities: <https://www.cbpp.org/>
- Institute for Research on Poverty: <https://www.irp.wisc.edu/>
- Joint Center for Poverty Research: <https://www.jcpr.org/>

- Poverty Solutions: <https://poverty.umich.edu/>
- West Coast Poverty Center: <http://depts.washington.edu/wcpc/>
- University of Kentucky Center for Poverty Research: <http://ukcpr.org/>
- Center for Poverty Research, University of California, Davis: <https://poverty.ucdavis.edu/>
- National Center for Children in Poverty: <http://www.nccp.org/>
- Annie E. Casey Foundation: <https://www.aecf.org/topics/child-poverty>

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**Week 8: [Add date]**

**Topic: Consumer Debt**

**Objectives**

- Discuss what is meant by consumer debt
- Describe current levels in consumer debt and differences by race and socioeconomic status
- Discuss what policies and elements of the American economic system have contributed to rising consumer debt and the inequities in the consumer credit market

**Required Readings**

- Traub, A. & Ruetschlin, C. (2012, May 22). *The plastic safety net: Findings from the 2012 national survey on credit card debt of low- and middle-income households*. Demos. <https://www.demos.org/research/plastic-safety-net-2012-national-survey-credit-card-debt-low-and-middle-income-households> . **Read the Executive Summary, pages 1-2. The rest is supplemental.**
- Scigliuzzo, D. (2021, May 17). Charging 589% interest in the pandemic is a booming business. *Bloomberg*. <https://www.bloomberg.com/graphics/2021-payday-loan-lenders/>
- Huelsman, M. (2019, June 6). *Debt to society: The case for bold, equitable student loan cancellation and reform* Demos. <https://www.demos.org/research/debt-to-society>. **Read The Destructive Consequences of Debt-Financed Higher Education, pages 5-15. The rest is supplemental.**
- Rae, M., Claxton, G., Amin, K., Wager, E., Ortaliza, J., & Cox, C. (2022, March 10). *The burden of medical debt in the United States*. Kaiser Family Foundation <https://www.healthsystemtracker.org/brief/the-burden-of-medical-debt-in-the-united-states/>
- Blank, J. (2018, July 28). *How fines and fees criminalize poverty explained*. The Appeal. <https://theappeal.org/the-lab/explainers/how-fines-and-fees-criminalize-poverty-explained/>

**Suggested Readings**

- Selbin, J. & Feierman, J. (2019, July 19). States must abolish juvenile fees. They're putting families in debt. *The Washington Post* [https://www.washingtonpost.com/opinions/states-must-abolish-juvenile-fees-theyre-putting-families-in-debt/2019/07/19/d5e0e2b0-a8db-11e9-a3a6-ab670962db05\\_story.html](https://www.washingtonpost.com/opinions/states-must-abolish-juvenile-fees-theyre-putting-families-in-debt/2019/07/19/d5e0e2b0-a8db-11e9-a3a6-ab670962db05_story.html)

- Urban Institute (2021, March 31). *Debt in America: An interactive map*. <https://apps.urban.org/features/debt-interactive-map/> (A website to explore statistics on student, auto and medical debt by county)
- Kiel, P. & Waldman, A. (2015, October 9). The burden of debt on Black America. *The Atlantic*. <https://www.theatlantic.com/business/archive/2015/10/debt-black-families/409756/>

### **Organizations and Resources**

- Consumer Financial Protection Bureau: <https://www.consumerfinance.gov/>
- Consumer Reports: <https://advocacy.consumerreports.org/>
- Consumer Federation of America: <https://consumerfed.org/>
- Consumer Action: <https://www.consumer-action.org/>
- Center for Responsible Lending: <https://www.responsiblelending.org/>
- Americans for Financial Reform: <https://ourfinancialsecurity.org/>
- Strike Debt: <https://strikedebt.org/>
- A Continuous Charity: <https://www.acceducate.org/>
- National Consumer Law Center: <https://www.nclc.org/>
- Fines and Fees Justice Center: <https://finesandfeesjusticecenter.org/>

### **MIDTERM EXAM DUE [ADD DATE]**

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## **UNIT II: POLICIES THAT HAVE THE POTENTIAL TO PROMOTE ECONOMIC JUSTICE**

**Week 9: [Add date]**

**Topic: Housing and neighborhood programs**

### **Objectives**

- Describe key housing and neighborhood programs that have the potential to promote economic justice in the U.S.
- Discuss how values and ideologies discussed previously shaped these programs
- Discuss the strengths, limitations, and failures of these programs in promoting economic justice
- Discuss how these programs could be changed to promote economic justice

### **Required Readings**

- International Centre for Policy Advocacy. (2014). *The Policy Advocacy Challenge*. <https://advocacyguide.icpolicyadvocacy.org/2-the-policy-advocacy-challenge>. Read sections 2.1 and 2.2.
- NASW-NJ (2012, March 5). *NASW-NJ Advocacy Toolkit*. [https://issuu.com/naswnj/docs/nasw-nj\\_advocacy\\_toolkit\\_1](https://issuu.com/naswnj/docs/nasw-nj_advocacy_toolkit_1)
- National Low Income Housing Coalition (NLIHC). (2021). *Out of reach: The high cost of housing, 2021*. [https://nlihc.org/sites/default/files/oor/2021/Out-of-Reach\\_2021.pdf](https://nlihc.org/sites/default/files/oor/2021/Out-of-Reach_2021.pdf). Read the introduction (p. 1-2), browse the National Maps and State Rankings, (p. 16-20), and look at NJ statistics, (p. 169-171). Then, enter your zip code here, to see the local housing wage for your area: <https://reports.nlihc.org/oor>

- Fischer, W., & Sard, B. (2017, March 8). *Chart book: Federal housing spending is poorly matched to need*. Center on Budget & Policy Priorities <https://www.cbpp.org/research/housing/chart-book-federal-housing-spending-is-poorly-matched-to-need>. **Read pages 1-11 (mostly charts).**
- Sharkey, P. (2020, June 19). The gap between black and white America, in charts. *The New York Times*. <https://www.nytimes.com/interactive/2020/06/19/opinion/politics/opportunity-gaps-race-inequality.html>

**Suggested Readings**

- Blau, J. & Abramovitz, M. (2014). *The dynamics of social welfare policy* (4th ed.). Oxford University Press. **Read Chapter 10: Housing: Programs and policies.**
- Desmond, M. (2016, February 8). Forced out: The eviction epidemic. *The New Yorker*. <https://www.newyorker.com/magazine/2016/02/08/forced-out> **And check out the Eviction Lab Project, Princeton University, the first ever nationwide database of evictions: <https://evictionlab.org/>**
- Moran-McCabe, K., Gutman, A., & Burris, S. (2018). Public health implications of housing law: Nuisance evictions. *Public Health Reports* 133(5), 606-609. <https://journals.sagepub.com/doi/full/10.1177/0033354918786725>
- Christensen, P. & Timmins, C. (2021). Sorting or steering: Experimental evidence on the economic effects of housing discrimination. National Bureau of Economic Research. <https://www.nber.org/papers/w24826.pdf> **Read pages 1-10 only.**

**Organizations and Resources**

- National Low Income Housing Coalition: <https://nlihc.org/>
- National Housing Law Project: <https://www.nhlp.org/>
- National Coalition for the Homeless: <http://www.nationalhomeless.org/>
- National Law Center on Homelessness & Poverty: <https://nlchp.org/>
- National Community Reinvestment Coalition: <https://ncrc.org/>
- Housing and Community Development Network of NJ: <https://www.hcdnnj.org/>
- Fair Share Housing Center: <https://fairsharehousing.org/>
- Monarch Housing Associates: <https://monarchhousing.org/>

**Weekly In-Class Activity**

- Watch the documentary film “Testing the Divide.” (40 minute video): <https://www.newsday.com/long-island/real-estate-investigation-documentary-1.38615531>

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**Week 10: [Add date]**

**Topic: Healthcare policies: Work-based insurance, ACA, Medicaid, SCHIP, Medicare for All**

**Objectives**

- Describe key healthcare policies that have the potential to promote economic justice in the U.S.
- Discuss how values and ideologies discussed previously shaped these policies



- *Discuss the strengths, limitations, and failures of these policies in promoting economic justice*
- *Discuss how these policies could be changed to promote economic justice*

### **Required Readings**

- Case, A. & Deaton, A. (2020, April 14). America can afford a world class health system. Why don't we have one? *The New York Times*. <https://www.nytimes.com/2020/04/14/opinion/sunday/covid-inequality-health-care.html>
- Rudowitz, R., Garfield, R., & Hinton, E. (2019, March 6). *10 Things to know about Medicaid: Setting the facts straight*. Kaiser Family Foundation <https://www.kff.org/medicaid/issue-brief/10-things-to-know-about-medicaid-setting-the-facts-straight/>
- Kaiser Family Foundation. (2019, February 13). *An overview of Medicare*. <http://www.kff.org/medicare/issue-brief/an-overview-of-medicare/>
- Goodnough, A., Abelson, R., Sanger-Katz, M., Kliff, S. (2021, March 8). Obamacare turns 10. Here's a look at what works and what doesn't. *The New York Times* <https://www.nytimes.com/2020/03/23/health/obamacare-aca-coverage-cost-history.html>
- Hill, L., Artiga, S., & Haldar, S. (2022, January 26). *Key facts on health and health care by race and ethnicity*. Kaiser Family Foundation. <https://www.kff.org/racial-equity-and-health-policy/report/key-facts-on-health-and-health-care-by-race-and-ethnicity/> **Read the Summary, Findings, and Disparities in COVID-19 Impacts**

### **Suggested Readings**

- Blau, J. & Abramovitz, M. (2014). *The dynamics of social welfare policy* (4th ed.). Oxford University Press. **Read Chapter 11: Health Care: Programs and policies**
- Williams, D. (2021, May 26). *Why discrimination is a health issue*. Robert Wood Johnson Foundation. <https://www.rwjf.org/en/blog/2017/10/discrimination-is-a-health-issue.html>
- Guth, M. & Artiga, S. (2022, March 17). *Medicaid and racial health equity*. Kaiser Family Foundation. <https://www.kff.org/medicaid/issue-brief/medicaid-and-racial-health-equity/>
- Drake, P. & Rudowitz, R. (2022, April 21). *Tracking social determinants of health during the COVID-19 pandemic*. Kaiser Family Foundation. <https://www.kff.org/coronavirus-covid-19/issue-brief/tracking-social-determinants-of-health-during-the-covid-19-pandemic/>
- Kaiser Family Foundation. (2013, April 25). *Summary of the Affordable Care Act* <https://www.kff.org/health-reform/fact-sheet/summary-of-the-affordable-care-act/>
- Center on Budget & Policy Priorities. (2021, February 2). *Sabotage watch: Tracking efforts to undermine the ACA*. <https://www.cbpp.org/sabotage-watch-tracking-efforts-to-undermine-the-aca>

### **Organizations and Resources**

- Healthcare Now: <https://www.healthcare-now.org/>
- Physicians for a National Health Program (PNHP): <https://pnhp.org/>
- Families USA: <https://familiesusa.org/>
- Doctors for America: <http://www.dr sforamerica.org/>

- Community Catalyst: <https://www.communitycatalyst.org/>
- Doctors Without Borders: <https://www.doctorswithoutborders.org/>
- Physicians Committee for Responsible Medicine: <https://www.pcrm.org/>
- Kaiser Family Foundation: [kff.org](https://www.kff.org/)
- Robert Wood Johnson Foundation: <https://www.rwjf.org/>
- NJ Health Care Quality Institute: <https://www.njhcqi.org/>
- NJ for Healthcare Coalition: <https://njforhealthcare.org/>
- NJ Citizen Action: <https://njcitizenaction.org/>

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**Week 11: [Add date]**

**Topic: Nutrition programs: School lunch, breakfast, SNAP, WIC**

**Objectives**

- Describe key nutrition programs that have the potential to promote economic justice in the U.S.
- Discuss how values and ideologies discussed previously shaped these programs
- Discuss the strengths, limitations, and failures of these programs in promoting economic justice
- Discuss how these programs could be changed to promote economic justice

**Required Readings**

- Food Research & Action Center. (2017, December). *The impact of poverty, food insecurity, and poor nutrition on health and well-being*. <https://frac.org/wp-content/uploads/hunger-health-impact-poverty-food-insecurity-health-well-being.pdf>
- Nestle, M. (2019). The Supplemental Nutrition Assistance Program (SNAP): History, politics, and public health implications. *American Journal of Public Health, 109*(2), 1631-1635. <https://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.2019.305361>
- Freudenberg, N., Goldrick-Rab, S. & Poppendieck, J. (2019). College students and SNAP: The new face of food insecurity in the United States. *American Journal of Public Health, 109*(12) 1652-1658. <https://ajph-aphapublications-org.proxy.libraries.rutgers.edu/doi/full/10.2105/AJPH.2019.305332>
- Center on Budget and Policy Priorities. (2017, April 26). *Policy basics: Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)*. <https://www.cbpp.org/research/food-assistance/special-supplemental-nutrition-program-for-women-infants-and-children>
- Center on Budget and Policy Priorities. (2021, March 26). *Infographics: WIC works*. <https://www.cbpp.org/research/food-assistance/wic-works>

**Suggested Readings**

- Blau, J. & Abramovitz, M. (2014). *The dynamics of social welfare policy* (4th ed.). Oxford University Press. **Read Chapter 12: Food and hunger: Programs and policies.**
- Center on Budget and Policy Priorities. (2019, June 25). *Policy basics: The Supplemental Nutrition Assistance Program (SNAP)*. <https://www.cbpp.org/research/food-assistance/the-supplemental-nutrition-assistance-program-snap>

- Carlson, S. & Neuberger, Z. (2021, January 27). *WIC works: Addressing the nutrition and health needs of low-income families for 40 years*. Center on Budget and Policy Priorities. <https://www.cbpp.org/research/food-assistance/wic-works-addressing-the-nutrition-and-health-needs-of-low-income-families>

**Organizations and Resources**

- Children’s Hunger Alliance: <https://childrenshungeralliance.org/>
- The Hunger Project: <https://www.thp.org/>
- Community Food Bank of New Jersey: <https://cfbnj.org/>
- National WIC Association: <https://www.nwica.org/>
- Hunger Volunteer: <https://www.hungervolunteer.org/>
- Feeding America: <https://www.feedingamerica.org/>
- The Alliance to End Hunger
- Food Research & Action Center: <https://frac.org/>
- No Kid Hungry: <https://www.nokidhungry.org/what-we-do/advocacy>
- Farmers Against Hunger: <http://www.njagsociety.org/farmers-against-hunger.html>
- Mercer Street Friends: <https://mercerstreetfriends.org/>
- Elijah’s Promise: <https://elijahspromise.org/about-elijahs-promise/>
- Isles: <https://isles.org/>

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**Week 12:** [Add date]

**Topic:** *Employment policies: minimum & living wages, collective bargaining, workforce training, parental leave*

**Objectives**

- *Define a well-functioning labor market and discuss its role in promoting the well-being of individuals, families, and communities in the U.S.*
- *Describe key employment policies that have the potential to promote economic justice in the U.S.*
- *Discuss how values and ideologies discussed previously shaped these employment policies*
- *Discuss the strengths, limitations, and failures of these policies in promoting economic justice*
- *Discuss how these policies could be changed to promote economic justice*

**Required Readings**

- NY Times Editorial Board, (2020, June 24). The jobs we need. *The New York Times*. <https://www.nytimes.com/2020/06/24/opinion/sunday/income-wealth-inequality-america.html> **Read the article or listen to the 20 minute audio recording.**
- Hess, C. & Hegewisch, A. (2019, September 23). *The future of care work: Improving the quality of the fastest-growing jobs*. Institute for Women’s Policy Research. [https://iwpr.org/wp-content/uploads/2020/07/C486\\_Future-of-Care-Work\\_final.pdf](https://iwpr.org/wp-content/uploads/2020/07/C486_Future-of-Care-Work_final.pdf) **Read only the Executive Summary (pages. v-ix).**

- Reich, M. (2021). The economics of a \$15 federal minimum wage by 2025. *Journal of Policy Analysis and Management*, 40, 1297-1305. <https://doi.org/10.1002/pam.22333>
- Markezich, M. (2017, February 22). *Why is collective bargaining so difficult in the United States compared to its international peers?*. Washington Center for Equitable Growth. <https://equitablegrowth.org/why-is-collective-bargaining-so-difficult-in-the-united-states-compared-to-its-international-peers/>
- Landers, P. (Ed.). (2019, April). What do we know about career and technical education? *IRP Fast Focus*, 38 <https://www.irp.wisc.edu/wp/wp-content/uploads/2019/04/FF38-2019.pdf> **Read pages 1-2.**
- Donovan, S. (2019). *Paid family leave in the United States*. Congressional Research Service. <https://fas.org/sgp/crs/misc/R44835.pdf>
- McGhee, H. (Host). (2021, December 7). Every 8 seconds, an American turns 65. How do we care for everyone? [Audio podcast episode]. In *The Ezra Klein Show*. The New York Times. <https://www.nytimes.com/2021/12/07/opinion/ezra-klein-podcast-ai-jen-poo.html?searchResultPosition=6>

### ***Suggested Readings***

- Poo, A. & Shah, P. (2020, June 24). The future of work is not what people think it is. *The New York Times*. <https://www.nytimes.com/2020/06/24/opinion/sunday/coronavirus-health-workers-nurses.html>
- Chetty, R., Friedman, J.N., Hendren, N., & Stepner, M. (2020, April) *Recovery tracker: Track the employment recovery in your community*. Opportunity Insights. <https://tracktherecovery.org/>
- Greenhouse, S. (2019). *Beaten down. Worked up: The past, present, and future of American labor*. Penguin Random House. <https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?docID=6063507>  
**Read Chapter 1: Losing our voice & Chapter 21: How Workers Can Regain Our Voice**
- Landers, P. (Ed.) (2019). Ensuring equity in evolving high school career and technical education policies. *IRP Fast Focus*, 42. <https://www.irp.wisc.edu/wp/wp-content/uploads/2019/11/FF42-2019.pdf>
- Hanks, A. & Madland, D. (2018, February 22). *Better training and better jobs*. Center for American Progress. <https://www.americanprogress.org/article/better-training-better-jobs/>
- Hegewisch, A. & Mefferd, E. (2022, March 1). *Gender wage gaps remain wide in year two of the pandemic*. Institute for Women’s Policy Research. [https://iwpr.org/wp-content/uploads/2022/02/Gender-Wage-Gaps-in-Year-Two-of-Pandemic\\_FINAL.pdf](https://iwpr.org/wp-content/uploads/2022/02/Gender-Wage-Gaps-in-Year-Two-of-Pandemic_FINAL.pdf)
- Sun, S., Hegewisch, A., & Adler, L. (2022, January 25). *Equal pay policies and the gender wage gap: A compilation of recent research*. Institute for Women’s Policy Research. [https://iwpr.org/wp-content/uploads/2022/01/Equal-Pay-Policies-and-the-Gender-Wage-Gap\\_Compilation\\_20220125\\_FINAL.pdf](https://iwpr.org/wp-content/uploads/2022/01/Equal-Pay-Policies-and-the-Gender-Wage-Gap_Compilation_20220125_FINAL.pdf)
- Hayes, J. (2021, November 2) *For women in unions, paid leave is not a pipe dream*. Institute for Women’s Policy Research. [https://iwpr.org/wp-content/uploads/2021/10/For-Women-in-Unions-Paid-Leave-is-Not-a-Pipe-Dream\\_FINAL.pdf](https://iwpr.org/wp-content/uploads/2021/10/For-Women-in-Unions-Paid-Leave-is-Not-a-Pipe-Dream_FINAL.pdf)

### ***Organizations and Resources***

- International Labor Organization: <https://www.ilo.org/global/lang--en/index.htm>
- AFL-CIO: <https://aflcio.org/>

- Jobs with Justice: <https://www.jwj.org/>
- National Jobs for All Coalition: <https://njfac.org/>
- Good Jobs First: <https://www.goodjobsfirst.org/>
- Jobs for the Future: <https://www.jff.org/>
- National Skills Coalition: <https://www.nationalskillscoalition.org/>
- Heartland Alliance: <https://www.heartlandalliance.org/>
- Migrant Justice: <https://migrantjustice.net/about>
- National Employment Law Project: <https://www.nelp.org/>
- UC Berkeley Labor Center: <http://laborcenter.berkeley.edu/>
- New Labor: <https://newlabor.org/>
- CATA: <https://www.cata-farmworkers.org>

**Weekly In-Class Activity**

- Watch the documentary film “City Rising: The Informal Economy” (56 minutes)  
<https://www.kcet.org/shows/city-rising/the-new-normal-freelancing-hustling-and-informal-labor>

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**Week 13: [Add date]**

**Topic: Child-focused policies: Child care (universal ECE, pre-K, Head Start, subsidies) and public and higher education**

**Objectives**

- Describe key child-focused policies that have the potential to promote economic justice in the U.S.
- Discuss how values and ideologies discussed previously shaped these child-focused policies
- Discuss the strengths, limitations, and failures of these policies in promoting economic justice
- Discuss how these policies could be changed to promote economic justice

**Required readings**

- Morrissey, T. (2020, February 18). *Addressing the need for affordable high-quality early childhood care and education for all in the United States*. Center for Equitable Growth. <https://equitablegrowth.org/addressing-the-need-for-affordable-high-quality-early-childhood-care-and-education-for-all-in-the-united-states/> **Read pages 1-9.**
- Gibbs, H. & Malik, R. (2022, February 24). *Childcare spending generates massive dividends*. Center for American Progress. <https://www.americanprogress.org/article/child-care-spending-generates-massive-dividends/>
- Falgout, M.K. & Gibbs, H. (2022, March 23). *5 strategies for equitable implementation of public investments in child care*. Center for American Progress <https://www.americanprogress.org/article/5-strategies-for-equitable-implementation-of-public-investments-in-child-care/>

- Bagnara, G. (2020, May 14). The sheer number of school districts in the U.S. is tilting the playing field. *The New York Times*.  
<https://www.nytimes.com/2020/05/14/opinion/sunday/school-districts-funding-inequality-covid.html>
- Perna, L.W. (2016). *Improving college access and success for students from underrepresented groups*. American Educational Research Association.  
[http://www.aera.net/Portals/38/docs/Annual\\_Meeting/2016%20Annual%20Meeting/2016%20Knowledge%20Forum/Perna.pdf](http://www.aera.net/Portals/38/docs/Annual_Meeting/2016%20Annual%20Meeting/2016%20Knowledge%20Forum/Perna.pdf)

**Suggested Readings**

- Gibbs, H. & Falgout, M.K. (2022, March 21). *The American Rescue Plan shored up childcare, but a long-term solution is necessary*. Center for American Progress.  
<https://www.americanprogress.org/article/the-american-rescue-plan-shored-up-child-care-but-a-long-term-solution-is-necessary/>
- Thompson, D. (2019, November 26). Why Child Care is So Ridiculously Expensive. *The Atlantic*. <https://www.theatlantic.com/ideas/archive/2019/11/why-child-care-so-expensive/602599/>
- Jessen-Howard, S. & Workman, S. (2019, September 16). *Early learning in the United States: 2019*. Center for American Progress.  
<https://www.americanprogress.org/issues/early-childhood/reports/2019/09/16/474487/early-learning-united-states-2019/>

**Organizations and Resources**

- Child Care Aware of America: <https://www.childcareaware.org/>
- National Head Start Association: <https://www.nhsa.org/>
- National Black Child Development Institute: <https://www.nbcdi.org/>
- Donors Choose: <https://www.donorschoose.org/>
- Childcare Deserts: <https://www.childcaredeserts.org/>

**Weekly In-Class Activity**

- Watch the documentary film “Why child care is so expensive in America” (22 minutes):  
<https://www.cnb.com/video/2019/05/09/why-daycare-is-so-expensive-in-america.html>

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**Week 14: [Add date]**

**Topic: Income support programs: Universal and means-tested programs**

**Objectives**

- Describe income support programs that have the potential to promote economic justice in the U.S.
- Discuss how values and ideologies discussed previously shaped income support programs
- Discuss the strengths, limitations, and failures of these programs in promoting economic justice
- Discuss how these programs could be changed to promote economic justice

**Required Readings**

- Center for Budget and Policy Priorities (2022, March 4). *Policy basics: Top ten facts about Social Security*. <https://www.cbpp.org/research/social-security/top-ten-facts-about-social-security>
- Center for Budget and Policy Priorities (2021, October 4). *Policy basics: Unemployment Insurance*. [https://www.cbpp.org/sites/default/files/atoms/files/policybasic\\_introtoui.pdf](https://www.cbpp.org/sites/default/files/atoms/files/policybasic_introtoui.pdf)
- Center for Budget and Policy Priorities (2022, March 2022) Fact sheet: *Social Security Disability Insurance*. <https://www.cbpp.org/research/social-security/social-security-disability-insurance>
- Center for Budget and Policy Priorities (2019, December 10). *Policy basics: The Child Tax Credit*. <https://www.cbpp.org/sites/default/files/atoms/files/policybasics-ctc.pdf>
- Center for Budget and Policy Priorities (2022, March 1). *Policy basics: Temporary Assistance for Needy Families*. <https://www.cbpp.org/research/family-income-support/temporary-assistance-for-needy-families>
- Center for Budget and Policy Priorities (2019, December 10). *Policy basics: The Earned Income Tax Credit*. <https://www.cbpp.org/sites/default/files/atoms/files/policybasics-eitc.pdf>
- Center for Budget and Policy Priorities (2022, March 2). *Policy basics: Supplemental Security Income*. <https://www.cbpp.org/research/social-security/supplemental-security-income>

**Suggested Readings**

- Schott, L. (2020, July 2). *State General Assistance programs very limited in half the states and nonexistent in others, despite need*. Center on Budget and Policy Priorities. <https://www.cbpp.org/sites/default/files/atoms/files/7-9-15pov.pdf> **Read pages 1-10 only**
- Center on Budget and Policy Priorities. (2021, September 28). *Policy basics: Understanding the Social Security trust funds*. [https://www.cbpp.org/sites/default/files/atoms/files/policy\\_basics\\_soc\\_sec\\_trust\\_funds.pdf](https://www.cbpp.org/sites/default/files/atoms/files/policy_basics_soc_sec_trust_funds.pdf)
- Romig, K. (2022, April 19). *Social Security lifts more people above the poverty line than any other program*. Center on Budget and Policy Priorities. <https://www.cbpp.org/research/social-security/social-security-lifts-more-people-above-the-poverty-line-than-any-other>
- Stone, C. (2020, June 9). *CARES Act measures strengthening Unemployment Insurance should continue while need remains*. Center on Budget and Policy Priorities. <https://www.cbpp.org/sites/default/files/atoms/files/6-9-20bud.pdf>
- Center on Budget and Policy Priorities. (2022, January 31). *Policy basics: How many weeks of unemployment compensation are available?* <https://www.cbpp.org/sites/default/files/atoms/files/policybasics-uiweeks.pdf>
- Fessler, P. & Lehman, C. (2016, August 22). 20 years since welfare's overhaul, results are mixed [Radio episode]. In *Morning Edition*. National Public Radio. <http://www.npr.org/2016/08/22/490245470/20-years-since-welfares-overhaul-results-are-mixed>

**Organizations and Resources**

- Platform to Employment: <https://platformtoemployment.com/>
- LA Fellows: <http://www.lafellows.org/>
- National Service: <https://www.nationalservice.gov/>
- Meals on Wheels America: <https://www.mealsonwheelsamerica.org/>
- Coalition on Human Needs: <https://www.chn.org/>
- PolicyLink: <https://www.policylink.org/>
- National Center for Law and Economic Justice: <https://nclej.org/>
- CLASP: <https://www.clasp.org/>
- National Partnership for Women and Families: <https://www.nationalpartnership.org/>
- Single Parents Alliance of America: <https://www.spaoa.org/>
- Fatherhood Research & Practice Network: <https://www.frpn.org/>
- National Fatherhood Initiative: <https://www.fatherhood.org/fatherhood-initiatives-state-local>

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**Week 15:** [Add date]

**Topic:** *Innovative policies to address economic justice*

**Objectives**

- Describe innovative policies to address economic justice in the U.S.
- Discuss the economic and political challenges that these approaches would face in the U.S.
- Discuss how these policies could be implemented in the U.S. to promote economic justice

**Required Readings**

- Heller, N. (2018, July 9). Who really stands to win from universal basic income? *The New Yorker*. <https://www.newyorker.com/magazine/2018/07/09/who-really-stands-to-win-from-universal-basic-income>
- Darity, W. & Mullen, K. (2022). *From here to equality: Reparations for Black Americans in the twenty-first century* (2<sup>nd</sup> Edition). UNC Press Books. **Read Chapter 13: A Program of Black Reparations.**
- Saez, E. & Zucman, G. (2019). *The triumph of injustice. How the rich dodge taxes and how to make them pay.* W.W. Norton & Company, Inc. **Read Chapter 9: A World of Possibility (pages 187-194).**
- Dionne, E.J., & Rapoport, M. (2022, March 23). What if everyone voted? The case for 100 percent democracy. *The Washington Post*. <https://www.washingtonpost.com/opinions/2022/03/23/universal-voting-would-end-legal-battles-over-ballot-access/>

**Suggested Readings**

- Kearney, M. & Mogstad, M. (2019). Universal Basic Income (UBI) as a policy response to current challenges The Aspen Institute, Economic Strategy Group. <https://www.brookings.edu/wp-content/uploads/2019/08/UBI-ESG-Memo-082319.pdf>
- Darity, W. & Mullen, K. (2022). *From here to equality: Reparations for Black Americans in the twenty-first century* (2<sup>nd</sup> Edition). UNC Press Books. **Read Chapter 12: Criticisms and Responses.**



*Organizations and Resources*

- UPenn Center for Guaranteed Income Research: <https://www.penncgir.org/>
- New Jersey Institute for Social Justice: <https://www.njisj.org/>
- National African-American Reparations Commission: <https://reparationscomm.org/>