I. Catalog Course Description

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

II. Course Overview

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

III. Place of Course in Program

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

IV. Course Objectives

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 AND 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**  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 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**


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

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

**VIII. Course Policies and Requirements**

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. In addition, students are expected to take leadership roles in class discussion or exercises. More than three absences (‘excused’ or unexcused’) may result in the failure of the class.

Instructors, please add your cell phone/laptop policies here.
IX. Assignments and Grading

SSW Grading Scale: Below is the grading scale for the MSW program

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
</tr>
<tr>
<td>B+</td>
<td>87-91</td>
</tr>
<tr>
<td>B</td>
<td>82-86</td>
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<tr>
<td>C+</td>
<td>77-81</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
</tr>
</tbody>
</table>

*Scores to be rounded up at .5

Assignment Value

Policy journals: 20%
Mini-policy analysis: 10%
Mid-term: 20%
Outline of final policy analysis paper: 10%
Draft of final policy analysis paper (for peer review): 5%
Final policy analysis paper: 25%
Class participation: 10%

See the assignments listed below for a more detailed discussion of grading.

Policy Journal (20% of final grade)

Students are responsible for keeping a policy journal. The goal of the policy journal assignment is to encourage students to link current policy issues to course content. For the journal, students are required to read the New York Times. The course utilizes the New York Times as it provides some of the most-comprehensive and well-regarded reporting on social welfare issues in the United States.

Students should select an article from the current week’s New York Times that deals with domestic (meaning U.S.) social welfare policies. Journal entries should very briefly describe the article. Students should then explain how the material relates back to course content (readings, podcasts, threads etc.) from any module (i.e., you do not have to relate the article to the specific week’s reading. You can relate it to an earlier module). Students should consider the article’s implications for social welfare policy and provide suggestions for social policy reform when appropriate. Please be as specific as possible. The entries should average about a paragraph each and the journal entries should be submitted on a weekly/monthly etc. Instructors please fill in the preferred system for you. You can have the students submit journals thought the journals tab on an ecollege course shell

In order to receive full credit, students are expected to:
Select a relevant article in the current week’s New York Times

Succinctly describe the article (2 to 3 sentences)

Describe how the article relates to course content such as the text, course readings, podcasts and other materials. Students are not limited to the current week’s course content. They can relate the article’s content to any module.

Consider the article’s implications for social welfare policy and provide suggestions for specific social policy reform when appropriate

Submit journal entries on time

Entries should be well-written (e.g., grammar, organization of thought) and referenced material (including course material) should be appropriately cited

Accessing the New York Times:


Students can also access the New York Times through the RU library system.

To do so:

1. Connect to the Factiva database: http://www.libraries.rutgers.edu/indexes/factiva
2. On the Factiva landing page, hover your cursor over the NewsPages link in the top, black navigation bar, and then select Factiva Pages.
3. You should then be on the newstand page; on the right will be the Wall StreetJournal, scroll down, the next paper listed will be the NYTimes
4. The pulldown menus allow you to go back two weeks, and the pulldown menu on the right allows the user to select a section, e.g., “national desk,” etc.

Mini Policy Analysis

Paper Due Week 4
10% of final grade

This week you are to conduct a "mini" policy analysis of either Head Start or abstinence only sex education. I have chosen these two policies/programs as they are well researched and many of you may be familiar with them. You should choose which policy interests you most. To conduct the analysis, you will need to find 3 articles that concern and describe the legislation.

To find the articles, please use the social work policy research guide (social policy analysis tab). One of the articles should come from the Congressional Research Service (CRS) (the link is also available on the libguide page). The CRS report will provide you with an overview of the policy/program and help you discuss the benefit-allocation framework. Your second article should come from a policy/research center or a think tank. The link to these types of organizations (for example, the Urban Institute, the Center on Budget and Policy Priorities) can also be found on the libguide page (right hand side). Please note that some of these organizations
have a particular political orientation (progressive, conservative, libertarian) so you should think about this as you read their reports.

Finally, your third article can also come from one of these organizations (although it should be a different organization than the first article) OR you can find a scholarly article through the articles database in the library (you can use the social work policy research guide by clicking journal articles). The articles you choose should be relatively recent and you should choose sources that help to answer the questions below.

Please use the analysis model described in your readings (and in the audio lecture) to draft a one to two page analysis. This is an exercise and the goal is to apply a policy analysis framework to the policies. Your analyses may differ based on the legislation you choose and you may not be able to respond to all the points in the analysis framework.

The analysis should address the following points:

2. Social, Economic, Environmental Justice Analysis/Human Rights framework: How does this policy impact social, economic, environmental justice and/or human rights? Use readings from weeks 1 and 2 to guide the analysis. Use Gilbert and Terrell’s notions of Equality, Equity, Adequacy
3. Policy Effectiveness (When you search for article about effectiveness, using the term 'outcomes' in your search may be helpful).

Please submit to the Dropbox with the names of BOTH authors on the paper. Only one partner needs to submit the assignment. Instructors, please change if you prefer a different means of paper submission.

The paper should be approximately 2 pages, singled spaced. Cite your sources according to APA format.

Grading: Your assignment will be graded based on the following criteria

1. Research: Were 3 articles (as described above) used to support your analysis? (35%)
2. Application of framework: Was the policy framework appropriately applied to analyze the policy? (35%)
3. Writing: Is the paper well-written (grammar, organization, style)? Are sources properly cited (APA style)? (30%)

Partner Issues: As noted, partners will be assigned by the professor. If your partner is unresponsive, please inform your instructor as soon as possible. Do not wait until the assignment is due to let the instructor know that you are having problems.

**Final Policy Analysis Paper**
Paper Due: Week 14
40% of final grade (10% outline; 5% draft; and 25% final paper)

The final assignment for this course is a policy paper that analyzes a specific “social problem,” the historical emergence of the social problem, the history of policy interventions designed to address the problem, and contemporary proposals, ideologies, and debates that surround a contemporary FEDERAL social welfare policy in your chosen topic/arena.

Requirements
This paper should be 12-15, double-spaced, typed pages with 12-point font. This page length DOES NOT include references. The references and footnotes should follow American Psychological Association (APA) formatting. Please see the publication manual of the American Psychological Association (5th Ed) for guidelines. It is also available on the web at www.apa.org.

Getting Started
One way is to start by identifying a target population in which you are interested. Then choose a specific problem experienced by the population. Of course many populations experience multiple social problems—but try to hone in on one or two specific problems that are addressed by federal policies. For example, poverty problems and the elderly, homelessness and the mentally ill, domestic violence, or teenage motherhood and poverty. The topic must be broad enough to ensure that contemporary and historical policy literature exists and narrow enough not to be overwhelming. In your discussion of the policy response, you will discuss one or two contemporary FEDERAL policies that address the problem. For example, if you’re looking at domestic violence, you may want to choose the Violence Against Women Act (VAWA). If you’re looking at the issue of poverty among the elderly, you might end up discussing the Old Age Security and Disability Insurance Program (OASDI) of the Social Security Act.

Contents/Outlines
Your paper should cover the following 6 sections, as outlined below:

INTRODUCTION: Introduce your reader to your paper topic and argument/thesis. What are you going to argue/prove in this paper?

THE SOCIAL PROBLEM: Describe the population group and the social problem(s) that you have selected. What is the specific problem being analyzed? Who is the population experiencing it? Provide some statistics regarding the subgroups who experience it. You may include such factors as the age, gender, ethnicity, and region in your description of the target population. What are the observable signs of the problem (e.g. scope, magnitude) and what are the consequences of the problem for the population and sub populations? Why, based on your analysis and the evidence, is this issue a significant social problem? Tie your conclusions and analysis back to the paper’s main argument/thesis.

APPLY HUMAN RIGHTS/SOCIAL, ECONOMIC /ENVIRONMENTAL JUSTICE FRAMEWORK TO SOCIAL PROBLEM: Briefly describe how does this problem reflects human rights issues and issues related to social, economic, and/or environmental justice. Use the readings from weeks 1 and 2 to help elucidate your logic here and demonstrate your knowledge of these
concepts. Tie this to the paper’s overall argument.

HISTORY OF PROBLEM AND POLICY: This piece has two components. You may choose to define them separately, or together, depending on the logical flow of your paper. In Part I, please explain why and how this issue emerged as a “social problem” in the United States. According to scholars/historians, what social, economic, and political factors contributed to its emergence? How has the problem definition changed over time? How did various social groups and/or social movements addressing the problem use advocacy strategies to promote human, civil, political, environmental, economic, and/or social rights and/or eliminate oppressive structure related to this problem? Discuss trends in ideological and value-based approaches to the problem. Do not simply provide a descriptive historical chronology. Rather, synthesize the work of the scholars you have read to create an argument that relates to your thesis. In part II please analyze the history of government and/or other institutional responses to the problem. How has the problem been treated over time? What policy solutions have been offered? Why, based on your analysis and the scholarly evidence, did these particular policy responses emerge and how did larger historical, social cultural, economic factors help shape these responses? Apply and human rights and justice oriented frameworks. How did these policy strategies help to promote human, civil, political, environmental, economic, and/or social rights and/or eliminate oppressive structure related to this problem. Again, do not simply provide a descriptive historical chronology. Rather, synthesize the work of the scholars you have read to create an argument that relates to your thesis. Tell your reader how and why this history relates to contemporary understandings of and policy responses to the social problems. Tie your conclusions and historical analysis back to the paper’s main argument/thesis.

DISCUSS CONTEMPORARY POLICIES STRATEGIES: This is where you analyze contemporary solutions to the problem. You should focus on one or two (at most) federal policy solutions. Where are we now in trying to solve the problem? Describe in detail the current policy designed to address the problem. Please use the Gilbert and Terrell’s benefit-allocation framework to describe the policy and its role in service delivery. Have there been issues or challenges in policy implementation?. Why, based on your analysis and the scholarly evidence, have policy makers chosen to address the current problem through this(ese) particular strategy(ies)? How do they differ from their historical antecedents? How do larger historical, social cultural, and economic factors contribute to the policy strategies?. Again, you must link your analysis in this section back to the paper’s main argument/thesis.

EVALUATE THE POLICY. Provide an analysis of the current policy as it stands. 1) Apply a human rights and justice oriented framework. How does this policy promote and/or undermine social, economic, environmental and human rights (refer to readings from weeks 1 and 2 here) 2) Has there been any outcome research concerning this policy strategy? If so, what does it show? Why, based on your review of the evidence, are current policies effective or ineffective in addressing the social problem? Again, link your conclusions here back to the paper’s main argument/thesis?

FUTURE RECOMMENDATIONS AND CONCLUSION. Return to your historical argument. How do contemporary strategies reflect or differ from their historical precedents? Why did these shifts occur? Based on your comprehensive analysis, offer suggestions as to the policy direction
that we should take in tackling the problem. Why, based on scholarly/research evidence, would your suggestions be effective? Discuss the implications for social work. Specifically tell your reader how social workers can engage in micro, mezzo and/or macro level efforts to impact this issues and why do social workers have a professional responsibility to so do (ie the professions mission and values)? Relate your conclusion back to the paper’s main thesis.

BIBLIOGRAPHY: Your bibliography should include at minimum 10 sources. The Social Welfare Policy Research Guide available at the library  http://libguides.rutgers.edu/socialworkpolicy is a great place to start to find references and resources. The majority of your sources should be scholarly books and articles published in academic journals or policy brief and articles published by legitimate research centers/think tanks. The Social Welfare Policy Research Guide will help you find and distinguish between various types of sources. In addition, IRIS (which houses books) and electronic indices such as Sociological Abstracts, and America: History and Life are invaluable in finding sources through the library. It is strongly recommended that you use the RU library site—rather than a general internet search—for the bulk of your research as the library houses or links too well vetted materials.

Writing Tip: The Body Paragraph

Following the structure of a body paragraph will strengthen the clarity, logic and persuasiveness of your writing. Paragraphs should generally include: 1) a transitional sentence from the previous paragraph; 2) a topic sentence that introduces your reader to the new topic/idea; 3) evidence (i.e., scholarship/research citations) that supports your claims; and 4) a concluding sentence that describes how and why the information relates to your thesis. For more information about the body paragraph and other writing tips, please go to https://owl.english.purdue.edu/owl/owlprint/724/

Grading: Papers will be graded along the following lines:

Content well researched: 45 points
Clarity of arguments/ Paper coherence: 30 points
Grammar, spelling, citations: 25 points

If there are outstanding problems in writing quality, additional points may be deducted. Plagiarism will result in a failing grade. Please use APA style citations.

Outline of Final Policy Analysis Paper

Due: Class 6
10% of final grade

The outline should provide a brief overview of your final paper and identify some of the sources you will draw on. Please address the following issues:

1) THE SOCIAL PROBLEM: What is the social problem you will examine?
2) HISTORY OF PROBLEM AND POLICY: When did the problem first emerge historically? What historical eras will you examine?

3) CONTEMPORARY POLICIES STRATEGIES: What contemporary federal policy will you examine in-depth?

4) HUMAN RIGHTS AND JUSTICE ORIENTED FRAMEWORK: How does the social problem and social policy response reflect social, economic and environmental justice and human rights concerns (refer to readings from weeks 1 and 2).

5) ARGUMENT: What is the paper’s primary argument/thesis? This will change over time, but describe your initial thoughts here.

6) ANNOTATED SOURCES: Please provide 8 scholarly sources you will use in your discussion. The articles should come from appropriate sources (i.e., peer reviewed journals, research/position papers of legitimate think thanks or research centers, government documents). Sources should be in APA style. Sources should be up to date in most cases (some seminal or historical works may be older).

There should be a brief annotation of the source summarizing its major finding or contribution. Please explain why it is relevant/appropriate to/for your topic.

Draft of Final Policy Analysis Paper (for Peer Review)

Due: Class 13
5 % of final grade
Students will turn in a draft of their final paper to be reviewed by another class member. The peer will review the paper according to a XX rubric.

X. Resources

Library Research Assistance

Dr. Karen Hartmann is the social work the social work librarian on the New Brunswick Campus khartman@rci.rutgers.edu p. 848-932-6104; Natalie Borisovets is at Newark, Dana Library natalieb@andromeda.rutgers.edu, 973-353-5909; Vibiana Cvetkovic is at Camden, Robeson Library: bowman@camden.rutgers.edu, 856-225-2832. They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.
New Brunswick Campus

All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, 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-info/group-and-individual-academic-support/writing-coaching

Newark Campus

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

Camden Campus

The Camden learning center provides writing assistance for MSW students on the Camden campus.
http://learn.camden.rutgers.edu/writing-assistance

Additional Online Resources

APA Style

Purdue OWL https://owl.english.purdue.edu/owl/resource/560/01/

Purdue OWL Mechanics, grammar, organization
https://owl.english.purdue.edu/owl/section/1/

Email Etiquette for Students

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

XI. Course Evaluation

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

XII. Course Outline

A variety of methods are used including lectures, discussions, exercise, assignments, readings, and videos. Readings marked with an asterisk "*" are available electronically through the library reserve system, and are required.
**Week 1:**
**Introduction: What is social welfare policy? What are human rights and social, economic and environmental justice?**

By the end of week 1, students will be able to:

1. Outline the major topics relevant to a course in social welfare policy
2. Define social welfare policy and the welfare state
3. Identify the determinants of social welfare policy including social values and beliefs; social conflicts; and historical, political, economic and social conditions

**Core Readings**

*Stern & Axinn (2012). Chapter 1, Introduction


**Environmental Justice Reading TBA**

**Supplemental Readings**


**Week 2:**
**Analyzing Social Welfare Policies**

By the end of Week 2, students will be able to:

1. Describe the components of policy making and analysis
2. Describe and apply a human rights based approach to policy analysis
3. Apply a policy analysis framework to a historical and contemporary social problem and policy
Core Readings


Supplemental Readings


Green Book  http://greenbook.waysandmeans.house.gov/


Week 3:
Poor Law Tradition and the New Country
Problems, needs and rights: Colonial Period to the early 1800s

By the end of week 3, 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. Examine colonial era inequalities related to varying social categories including race, class, gender and age, and consider their relationship to contemporary inequalities

Core Readings


**Supplemental Readings**


**Week 4:**
The Rise of the Institution: Social Reform and Social Conflict, 1800 to 1860

By the end of Week 4, students will be able to:

1. Define states rights and federal responsibility and apply these concepts to historical and contemporary social welfare issue
2. Understand institutions as a policy/program response and analyze contemporary examples of social welfare institutions
3. Explain the historical and contemporary significance of slavery and abolitionism in US social welfare
4. Identify and analyze 19th century reform movements, including their social control aspects

**Core Readings**

*Stern & Axinn (2012). Chapter 3, The Pre-Civil War period 1770-1860*


**Due:** Mini policy analysis paper

**Supplemental Readings**


**Week 5:**

**Reconstruction, Urbanization and Scientific Charity, 1860 to 1900**

By the end of Week 5, students will be able to:

1. Explain the significance of reconstruction and analyze the role of the federal government in ensuring political and civil rights during this period
2. Describe the significance of urbanization, immigration and Social Darwinism in 19th century social reform movements such as child saving and analyze contemporary political and social welfare debates in light of these historical dynamics

**Core Readings**


**Contemporary implications article**

Class Video

Orphan Trains (PBS documentary: available for streaming through RU Library website)

**Supplementary Reading**


**Week 6:**

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

By the end of Week 6, students will be able to:

1. Describe social reform efforts in the progressive era, including the settlement house movement, and analyze their implications for contemporary reform efforts
2. Describe and analyze progressive era social welfare policies, such as mother’s pensions, and consider their implications for contemporary social welfare
3. Describe the emergence of the social work profession and consider how these historical origins continue to influence social work today

**Due:** Outline of final policy analysis paper

**Core Readings**


Supplemental Readings


**Week 7: The Depression and the New Deal, 1930-1948 recession**

By the end of Week 7, students will be able to:

1. 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
2. Describe the contemporary connections of the social safety net to its conceptual origins of cash assistance, social security, Unemployment Insurance, et al.
3. Analyze the responses of Hoover vs. FDR in terms of economic liberalism / Keynesian economics

Core Readings

*Stern & Axinn (2012). Chapter 6, The Depression and the New Deal: 1930-1940 and
Documents

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


Supplemental Readings


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


**Week 8:**

**Midterm Exam Review**
Week 9:
Midterm Exam

*Instructors please ensure that the Honor Pledge is on all exams and is signed by students:*

It has been recommended by the Office of Student Conduct that the honor pledge below be written on all examinations and major course assignments.

“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.”

Week 10:
Civil Rights and the 1950s

By the end of week 10, students will be able to:

1. Describe the significance of the Great Migration and The Civil Rights Movement and analyze their relationship to contemporary manifestation of racial inequality and structural racism.
2. Discuss “White Flight,” Suburbanization, and the GI Bill and their contemporary implications for social and economic inequalities.

Core readings

* Stern & Axinn (2012), Chapter 7, War and Prosperity, 1940-1968 (pages 219-239 only)


*Contemporary Implications Article* (choose one of two)


OR

VIDEO: Eyes on the Prize
Instructors please note that this video is available through the RU library
https://www.iris.rutgers.edu/uhthbin/cgiisirsi/?ps=Alh572ILUI/ALCOHOL/295860243/9
Please fill out a media booking form in advance to deliver to your campus library
http://www.libraries.rutgers.edu/forms/media_materials_booking_form
Unfortunately, we do not currently have streaming capability for this video but we are working on it.

Supplemental Readings


Week 11:
1960s: Changing Perspectives on Social Issues, Civil Rights, and Social Policy

By the end of Week 11, students will be able to:

1. Analyze the programs of the War on Poverty and Great Society
2. Discuss the contemporary connections with the social programs of the 1960s-HeadStart, Community Action, Medicaid, Medicare

Core readings
* Stern & Axinn (2012), Chapter 7, War and Prosperity, 1940-1968 (pages 240-248 only) and Documents


Supplemental Readings
Week 12:
1970s and 1980s: The Paradoxical Era and The Regan Years

By the end of Week 12, students will be able to:

1. Describe the impact of President Nixon and "the silent majority" on social welfare policy
2. Describe the goals and philosophy of the Reagan administration: including devolution, decentralization, privatization; individual responsibility; enacted budget changes and their effects; and supply-side economics; and analyze their effects on social welfare policies and their contemporary implications
3. Explain the mixed economy of social welfare and its impact of social welfare provision

Core Readings


Contemporary implications article

Supplemental Readings


Week 13:
By the end of Week 13, students will be able to:

1. Describe the programs and philosophy of the Clinton administration including neo-liberalism; welfare reform; EITC; Family Leave Act
2. Compare and contrast public and private social welfare

Due: Draft of final policy analysis paper for peer review with rubric

Core Readings


Supplemental Readings


Week 14
Overview of Social Policy and Social Welfare Provision, 2000 to present

By the end of Week 14, students will be able to:

1. Discuss the impact of the changing economy; poverty, inequality, and mass incarceration
2. Explain contemporary health care reforms

Due: Final policy analysis paper

Core Readings


This is the NYT’s archive that houses its reporting on health care reform. As this issue is changing so rapidly, I am adding this for instructors to select an article from the archives during the course of the semester if they so desire.
Or

*Brookings Institute: Health
http://www.brookings.edu/research/topics/health

This is the Brookings institute section on health care policy. Again as this issue is changing so rapidly, I am adding this for instructors to select a report/article/video from this site during the course of the semester if they so desire.

The Sentencing Project: Research and Advocacy for Reform at
http://www.sentencingproject.org/template/index.cfm
Students please review the website and select one article/report or video or interest for review.

Supplementary Reading


*NPR podcast, "Two Takes from Economists" on their Social Security Perspectives Available at: www.npr.org/templates/story/story.php?storyId=4469012

Week 15

By the end Week 15, students will be able to:

1. Review historical and current major themes in social welfare policy: Individual/collective; residual/institutional development perspectives; social control/social rehabilitation/empowerment; sectarian/secular; public/private-for-profit/private non-profit; selective/universal; federal/state/local; professional/volunteer
2. Discuss future issues: The changing workplace and globalization; environmental justice


XIII. **Academic Integrity**

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

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the 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 Antoinette Y. Farmer, 848.932.5358. 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](http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers).

XIV. **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](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](https://ods.rutgers.edu/students/registration-form).