RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
Social Welfare Policy and Services II (SWPSII)
19:910:585
Lenna Nepomnyaschy
Fall 2016
<mark>MASTER</mark>

<mark>Instructor:</mark>
<mark>Email:</mark>
<mark>Office:</mark>
<mark>Office Hours:</mark>

I.   Catalog Course Description

Models of policy analysis applied to social welfare issues and problems. Addresses understanding of values and socio-political forces that define problems; populations affected; current policies and programs and their impact, along with their unintended consequences; service delivery and resource allocation; unmet needs; trends; analysis of political processes and change strategies; and the role of evaluation.

II.   Course Overview

The purposes are to teach students the skill of policy analysis as applied to the substantive area of social policy; to help students 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. Who is it supposed to help and how?
2. Will it do what it is supposed to do?
3. Do we want it? (Implications of costs and benefits?)
4. Is it feasible? How could we get it?

III.   Place of Course in Program

This course has a pre-requisite 19:910:504 (SWPS I) and the rest of the Professional Foundation year. This is a required course for Advanced Year students.

IV. **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 competencies within its curriculum. 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 polices 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.

V.   **Course Objectives**

The core competencies and practice behaviors listed above will be achieved within the following course objectives.

1. To understand how social problems are defined and how political values, ideologies, and power influence this process.

2. To understand 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 be familiar with the major domains of social welfare policies in the US, 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 understand 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.

VI. School-Wide Learning Goal

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.

VII. Required Texts

Blau, J.& Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy*, 4th Edition. New York: Oxford University Press.

Other required readings (as indicated on syllabus) **are posted on the Sakai (or Ecollege) site for the course**. For some readings, please click on the weblink in the syllabus (or on the Sakai site) because they include interactive features that will not be captured in a PDF.

Students are expected to **read a major national newspaper on a regular basis** (e.g., *The New York Times; Washington Post; Wall Street Journal*) so that they are current with relevant federal and state issues that may be related to the course

VIII. Course Logistics & Requirements

*Attendance requirements***:**
Students are expected to attend every class session, be on time, and stay for the entire class. Students who leave during the break will be marked as absent for that class. Being late to class is disruptive to the other students and to the professor. <mark>**ATTENDANCE IS PART OF YOUR GRADE.**</mark>

*Receiving Course Messages through Email***:**
Students are expected to regularly check their RU email account for course messages. If students prefer to use a non-University email account, they are responsible for setting up account preferences such that mail sent to their Rutgers account is automatically forwarded to their non-University account.

Accessing Readings and All Other Course Materials:
All readings, assignment instructions, the syllabus, and other materials are posted on the **Sakai site** for this course, in the **Resources Section**. In addition, emails and announcements from the instructor will be sent through Sakai to the student's RU email account. Students must have a Netid and Password to access the site and are responsible for making sure they have access.

*Teaching Methods***:**
A variety of teaching methods are utilized including lectures, discussions, class exercises and assignments, DVDs/videos, readings, and presentations by students and guest experts. 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 information resources for students to pursue as considered necessary; thus they are not required.

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 attempt to 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.

*Course assignments and grading***:**
All assignments are to be completed by scheduled due dates **PRIOR TO** the beginning of class. Assignments may be turned in through the Dropbox or Assignment tools in Sakai. 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 prior to the assignment's due date. All written assignments must be typed and adhere to the required structure. Some assignments will be checked for originality through the Assignments tool in Sakai. Students are encouraged to check the Turnitin originality report and will have one chance to resubmit the assignment prior to the due date.

Class attendance and participation…………………………10%

Current Events Articles…………………………………..10%

Weekly Reading Writing or Discussion Assignments……..30%

Advocacy Assignment……………………………………..10%

Mid-Term Exam…………………….…………………20%

Final Exam……………………………………….……..20%

IX.   Rutgers MSW Program-Wide Grading Scale

Grades for all MSW courses will be assigned based on the following percentage point
cutoffs. Scores of .5 and above will be rounded up to the next whole number.

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

X.   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.

XI.   Resource Information for Personal Safety, Dating Violence and Sexual Assault

For students who have concerns about personal safety, harassment, dating and/or
domestic violence, Rutgers offers assistance and guidance through the Office for
Violence Prevention and Victim Assistance. Website: http://vpva.rutgers.edu/. Their
services are available 24 hours/day, 7 days a week. For immediate assistance: 848-932-
1181.

XII.   Library Resources

The Rutgers University library system (http://www.libraries.rutgers.edu/) contains a very
impressive collection of resources and materials that will be of great assistance to you as
you complete assignments for this class and your other graduate courses. Many of these

materials can be accessed on-line. The university librarians offer free tutorials on using the in-library services and on-line search tools; understanding how to navigate these tools is vital for ensuring timely, thorough, and proficient completion of the assignments for this course. See the following resource guide developed specifically for social work policy courses: http://libguides.rutgers.edu/socialworkpolicy

XIII.   Semester at a Glance Course Overview

Session	Topic
1	Course Introduction & The role of Social Workers in Social Welfare Policy
2	Defining Social Welfare Policy & The Modern Welfare State
3	Ideologies & Values that Underlie Social Welfare Policy Development
4	The Structure and Design of Social Welfare Policies
5	Politics and Social Welfare Policy
6	Economics and Social Welfare Policy
7	Demographic Trends & the Social Context
8	Immigration & Immigration Reform
9	Income Support Policies **Mid-Term Exam**
10	Nutrition & Housing Policies
11	Jobs, Job Training & Child Care Policies
12	Health Care Policies
13	Criminal Justice System
14	Child Welfare & Family Violence Policies
15	**Final Exam**

XIV. Detailed Course Outline

Week 1:
Topic: Course Introduction and the Role of Social Workers in Social Welfare Policy

Learning Objectives:
- Identify the course requirements
- Describe the role of SW in social welfare policy and the importance of social welfare policy for SW practice
- Identify what are social problems
- Discuss the importance of the definition of a social problem

Required Readings:
- Blau, J.& Abramovitz, M. (2014). The Dynamics of Social Welfare Policy (4th ed). New York: Oxford University Press. Chapter 1: Introduction: Social problems, social policy, social change. **JUST UP TO PAGE 10.**

- Benko, Jessica. 2015. The Radical Humaneness of Norway's Halden Prison." *The New York Times Magazine*, March 26, 2015. http://nyti.ms/1HMmyZ2

- Binelli, Mark. 2015. Inside America's Toughest Federal Prison. *The New York Times Magazine*, March 26, 2015. http://nyti.ms/1GsrGDt

Week 2:
Topic: Defining Social Welfare Policy & The Modern Welfare State

Learning Objectives:
- Identify the definitions, goals, and functions of the social welfare state
- Describe the theories for the emergence of the welfare state
- Identify the major domains of US social welfare policy and the most important policies within these domains

 Required Readings:
- Gilbert, N. & Terrell, P. (2013). *Dimensions of Social Welfare Policy* (8th ed.). Chapter 2: The modern welfare state. Upper Saddle River, NJ: Pearson Education, Inc.

- Blau, J. & Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th ed.). Chapter 2: Definition and function of social welfare policy: setting the stage for social change

Week 3:
Topic: The ideologies and values that underlie social welfare policy development

Learning Objectives:
- Identify core American values that undergird the formation of social welfare policies in the US
- Discuss the role of ideology and values in defining social problems and their potential solutions
- Identify and describe the conundrums and trade-offs that underlie all social welfare policies

 Required Readings:

- Gilbert, N. & Terrell, P. (2013). *Dimensions of Social Welfare Policy* (8th ed.). Chapter 1: The field of social welfare policy.

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

- Ellwood, D. (1988). *Poor Support: Poverty in the American Family.* New York: Basic Books, Inc. Chapter 2: Values and the Helping Conundrums, **ONLY p. 13-25**

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Week 4:
Topic: Framework for policy analysis & The structure and design of social welfare policies

Learning Objectives:
- Discuss the framework for evaluating social welfare programs, with regards to who receives benefits, what benefits are provided, how they are delivered, and how they are financed
- Describe the differences between universal and means-tested programs and arguments for and against both
- Describe the differences between cash and in-kind benefits and the arguments for and against both
- Discuss how the design and structure (who, what, how) of our social welfare policies are related to notions of social control and deservingness vs. undeservingness

Required Readings:
- Gilbert, N. & Terrell, P. (2013). *Dimensions of Social Welfare Policy* (*8th ed.).* Chapter 3: A framework for social welfare policy analysis.

- **SKIM**: Gilbert, N. & Terrell, P. (2013). *Dimensions of Social Welfare Policy* (8th ed.). Chapter 4: The basis of social allocations

- **SKIM**: Gilbert, N. & Terrell, P. (2013). *Dimensions of Social Welfare Policy* (8th ed.). Chapter 5: The nature of social provisions

- **SKIM**: Gilbert, N. & Terrell, P. (2013). *Dimensions of Social Welfare Policy* (8th ed.). Chapter 6: The design of the delivery system

Week 5:
Topic: The politics of social welfare policy development

Learning Objectives:
- Describe the political system in the US, including the structure of government, process of policymaking, and the role of interest groups
- Discuss the impact of our political system on our social welfare policies
- Identify your state and federal representatives and their policy priorities

Required Readings:
- Blau, J. & Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy (4th ed.).* Chapter 4: The politics of social welfare policy

- Government 101 - website - familiarize yourself with how a bill becomes a **federal** law. http://votesmart.org/education/government#.VWNEwE_BzGc

- Look up how a bill becomes a law and the legislative process in your state: e.g.: NJ: http://www.njleg.state.nj.us/legislativepub/legprocess.asp

Useful websites
- Web site of New Jersey Legislature www.njleg.state.nj.us
- Web site of the NJ State Judiciary www.judiciary.state.nj.us
- Library of Congress http://thomas.loc.gov/
- U.S. Senate http://www.senate.gov/
- U.S. House of Representatives http://www.house.gov/
- Find your state legislator http://openstates.org/find_your_legislator/

Week 6:
Topic: The economics of social welfare policy development

Learning Objectives:
- Discuss the impact of our economic system on our social welfare policy development
- Identify the sources of revenue for social welfare policy expenditures at the federal and state levels
- Describe how federal and state revenues are spent. What are the largest expenditures on social welfare and non-social welfare programs?
- Describe the budget process and how differing budget proposals reflect competing views on the role of government and social welfare policies.

Watch video (in or out of class): [Budget Process, Budget Basics, and 2016 Fiscal Year Competing Budgets](#) (Start video at 1:45 and end at 32:00.)

Required Readings
- Blau, J. & Abromovitz, M. (2014). *The Dynamics of Social Welfare Policy (4th ed.).* Chapter 3: The economics of social welfare policy.

- National Priorities Project:
  - Watch Webinar on Budget Process, Budget Basics, and 2016 Fiscal Year competing Budget Proposals from the President, the House, the Senate, and the Progressive Congressional Caucus (START VIDEO AT 1:45 AND END AT 32:00) https://www.nationalpriorities.org/budget-basics/webinars/budget-proposals-vs-americans-priorities/

- Center for Budget and Policy Priorities. 2015. Policy Basics: Where do our federal tax dollars go? http://www.cbpp.org/research/policy-basics-where-do-our-federal-tax-dollars-go?fa=view&id=1258

- Tax Foundation. 2013. Sources of State and Local Tax Revenues. http://taxfoundation.org/article/sources-state-and-local-tax-revenues

- Center for Budget and Policy Priorities. 2015. Policy Basics: Where do our state tax dollars go? http://www.cbpp.org/research/policy-basics-where-do-our-state-tax-dollars-go?fa=view&id=2783

Suggested Readings:
- Gilbert & Terrell. Ch. 7: The Mode of Finance: Sources of Funds

Week 7:
Topic: Demographic Trends and the Social Context

Learning Objectives:
- Describe the most important demographic and economic changes over the last several decades that have substantially influenced and been influenced by social welfare policies
- Discuss the process through which contextual and economic changes influence policy and vice versa.
- Discuss America's views of the poor and the causes of poverty over time. How have things changed?
- Describe how poverty and inequality are measured in the US, what proportion of the population is poor, and how we compare to other developed countries.
- Identify which groups in the US are at greatest risk of being poor and how policies and economic and demographic changes are affecting disparities between those at the top and the bottom.

WATCH FILM: American Winter

Required Readings:
- Cherlin, A. 2010. Demographic Trends in the United States: A Review of Research in the 2000's." *Journal of Marriage and Family* 72:403-419.

- U.S. Census: How Census Measures Poverty
  https://www.census.gov/library/visualizations/2014/demo/poverty_measure-how.html
  https://www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures.html

- Official, Supplemental, and Relative Poverty Measures Table (**Table on page 4 ONLY**)

- Congressional Research Service, Poverty in the US, 2013. Pages 1-8 only.
  https://www.fas.org/sgp/crs/misc/RL33069.pdf

Useful Websites:
- Advocates for Children of New Jersey. NJ Kids Count. Statistics and Facts about New Jersey Children and Families: http://acnj.org/kids-count/

Week 8:
Topic: Special Topic: Immigration and Immigration Reform

Learning Objectives:
- Identify the most important immigration trends over the last several decades.
- Discuss how these changes have impacted our definition of the social problem of immigration and to American's feelings about immigration and immigration reform.
- Describe what policies are currently in place with regards to immigration, what are the major problems with the policies, and what immigration reforms have been proposed.
- Identify and critically evaluate arguments on both sides of the immigration debate.

RADIO CLIP:
National Public Radio: 1965 Immigration Law changed face of America
http://www.npr.org/templates/story/story.php?storyId=5391395

WATCH FILM: State of Arizona

Required Readings
- Migration Policy Institute. Correa, M. 2012. Contested Ground: Immigration in the US. (**pages 1-15 ONLY**)
     http://www.migrationpolicy.org/research/TCM-US-immigration-national-identity

- Migration Policy Institute Issue Brief. Claire Bergeron. 2013. Going to the Back of the Line: A Primer on Lines, Visa Categories, and Wait Times

- DACA at the Three-Year Mark: High Pace of Renewals, But Processing Difficulties Evident Migration Policy Institute. Washington, DC. 2015. Download Issue Brief (**read pages 1-9**)

- Economic Policy Institute. 2014. Facts About Immigration and the US Economy: Frequently Asked Questions (Questions 4-12). http://www.epi.org/publication/immigration-facts/

Week 9:
Topic: The cornerstone of the social safety net for vulnerable individuals: Income support Programs

Learning Objectives:
- Identify the most important income support programs in the US social welfare system and what social problem each one was enacted to address.
- Describe the differences between these programs with relation to the frameworks discussed previously (who receives benefits, what benefits are provided, and how they are provided).
- Discuss how these differences are related to the values and ideologies discussed previously and to the notion of deservingness vs. undeservingness.
- Identify the effectiveness of these programs in meeting their explicit and implicit goals.

MID-TERM EXAM (Take home) DUE

Required Readings:
- Blau, J. & Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th ed.). Chapter 8: Income support: Programs and policies

- Center for Budget and Policy Priorities (CBPP). 2012. Policy Basics: An introduction to TANF. http://www.cbpp.org/cms/index.cfm?fa=view&id=936

- Center for Budget and Policy Priorities (CBPP). 2013. Policy Basics: The Earned Income Tax Credit (EITC). http://www.cbpp.org/cms/index.cfm?fa=view&id=2505

- Center for Budget and Policy Priorities (CBPP). Policy Basics: Top Ten Facts about Social Security. http://www.cbpp.org/cms/index.cfm?fa=view&id=3261

Week 10:
Topic: Nutrition Assistance and Housing Policies in the US

Learning Objectives:
- Identify the most important nutrition and housing programs in the US and the social problems these policies were enacted to address.
- Describe the structure of these programs within the frameworks discussed previously (who receives benefits, what benefits are provided, and how they are provided).

- Discuss how these differences are related to the values and ideologies discussed previously.
- Identify the effectiveness of these programs in meeting their explicit and implicit goals.

Required Readings
- Blau, J. & Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy* (4ᵗʰ ed.). Chapter 12: Food and hunger: Programs and policies.

- Blau, J.& Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy* (4ᵗʰ ed.). Chapter 10: Housing: Programs and policies.

- Food Research Action Center. 2011. Food Insecurity and Obesity: Understanding the Connections. Research Brief, Spring 2011. P. 1-5.

- Center for Budget and Policy Priorities (CBPP). 2013. Policy Basics: Introduction to the Supplemental Nutrition Assistance Program (SNAP). http://www.cbpp.org/cms/index.cfm?fa=view&id=2226

- Center for Budget and Policy Priorities (CBPP). Policy Basics: Federal Rental Assistance: http://www.cbpp.org/cms/index.cfm?fa=view&id=3890

- Urban Institute housing policy debate: http://www.urban.org/debates/housing-and-economic-mobility

- Desmond, Matthew. Forced Out: The Eviction Epidemic. The New Yorker.

Week 11:
Topic: Jobs, Job Training, and Child Care Policies

Learning Objectives:
- Identify and describe the most important jobs, job training, and child care policies in the US and the social problems these policies were enacted to address.
- Describe the structure of these programs within the frameworks discussed previously (who receives benefits, what benefits are provided, and how they are provided).
- Discuss how these differences are related to the values and ideologies discussed previously.
- Identify the effectiveness of these programs in meeting their explicit and implicit goals.

WATCH FILM CLIP: Raising of America: Early childhood and the future of our nation? Episode 3: *Are we crazy about our kids?* (32 minutes)
Rutgers library LINK*, click on episode 3, you will be at NJ VID, a video repository site, Click on Login; drop down menu to select your institution - Select Rutgers University, then sign in with your netid and password, film will start*

Required Readings:
- Blau, J.& Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th ed.).
  Chapter 9: Jobs and job training: Programs and policies

- Adams, G., Spaulding, S., & Heller, C., 2015. Bridging the Gap: Exploring the Intersection of Workforce Development and Child Care. Urban Institute Research Report. http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000225-Bridging-the-Gap.pdf

- Isaacs, J. 2008. Impacts of Early Childhood Programs. Brookings. Washington, DC.

- Minton, S. & Durham, C. 2013. Low-Income Families and the Cost of Child Care: State Child Care Subsidies, Out of Pocket Expenses, and the Cliff Effect. Urban Institute. Washington, DC.

Week 12:
Topic: Health Policies

Learning Objectives:
- Identify and describe the most important health care policies in the US and the social problems these policies were enacted to address.
- Describe the structure of these programs within the frameworks discussed previously (who receives benefits, what benefits are provided, and how they are provided).
- Discuss how these differences are related to the values and ideologies discussed previously.
- Identify the effectiveness of these programs in meeting their explicit and implicit goals.

Required Readings:
- Blau, J.& Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th ed.).
  Chapter 11: Health care: Programs and policies

- Kaiser Family Foundation. 2014. Medicare at a Glance. Brief.

- CBPP. 2013. Policy Basics - Introduction to Medicaid.
  http://www.cbpp.org/research/policy-basics-introduction-to-medicaid

- Paradise, J. 2014. The Impact of the Children's Health Insurance Program (CHIP): What Does the Research Tell Us? (Issue Brief). Kaiser Family Foundation.
  http://kff.org/report-section/the-impact-of-the-childrens-health-insurance-program-chip-issue-brief-8615/

- Kaiser Family Foundation. Summary of the New Health Care Reform Law, Updated April 23, 2013. http://kff.org/health-reform/fact-sheet/summary-of-the-affordable-care-act/

- Is the Affordable Care Act Working? NY Times, October 26, 2014. http://www.nytimes.com/interactive/2014/10/27/us/is-the-affordable-care-act-working.html#/

Week 13:
Topic: The Criminal justice system

Learning Objectives:
- Identify the policies and the political and economic causes of these policies that have led to mass incarceration in the US.
- Identify the causes of the tremendous racial disparities in criminal justice system involvement in the US
- Discuss the consequences of our criminal justice policies for individuals, families, communities, and democracy
- Identify potential reforms to address disparities and the negative consequences of criminal justice involvement

Required Readings:
- Western, B. & Wildeman, C. 2009. The Black Family and Mass Incarceration. *Annals of the American Academy of Political and Social Science*. 621:221-242.

- The Sentencing Project. (2008). Reducing Racial Disparity in the Criminal Justice System: A Manual for Practitioners and Policymakers. **Introduction, Sections I & II only (p. 1 – 20)**. http://www.sentencingproject.org/doc/publications/rd_reducingracialdisparity.pdf

- 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 (**RECOMMENDATIONS SECTION ONLY, PAGES 34-48**)

- Uggens, C., Shannon, S., & Manza, J. 2012. State-Level Estimates of Felon Disenfranchisement in the United States, 2010. Sentencing Project. (**PAGES 1-5 ONLY & LOOK AT MAPS, PAGES 7-11**)

- The Sentencing Project, Interactive Map (look at statistics for different states) http://www.sentencingproject.org/map/map.cfm

Week 14:
Topic: Child Welfare and Family Violence Policies

Learning Objectives:
- Identify and describe the most important policies related to child welfare and family violence in the US and the social problems these policies were enacted to address.

- Describe the structure of these programs within the frameworks discussed previously (who receives benefits, what benefits are provided, and how they are provided).
- Discuss how these differences are related to the values and ideologies discussed previously.
- Identify the effectiveness of these programs in meeting their explicit and implicit goals.

WATCH FILM: Tough Love (82 mins):
https://rutgers.mediaspace.kaltura.com/media/Tough+Love-HD/1_sg200p0j

Required Readings:
- Pecora, P. J., Whittaker, J. K., Maluccio, A. N., & Barth, R. P. (2012). The child welfare challenge: Policy, practice, and research (3rd ed.). Aldine Transaction. Chapter 1: Purpose & Goals of Child Welfare (p. 1-30)

- Petersen, A., Joseph, J., & Feit, M. (Eds.). (2014). New directions in child abuse and neglect research. National Academies Press. Chapter 5: The Child Welfare System (p. 175-235).

- Lepore, Jill, 2016. Baby Doe: A Political History of Tragedy. The New Yorker. February 1, 2016. (p. 1-20 - pdf version).
  http://www.newyorker.com/magazine/2016/02/01/baby-doe

Week 15:
Topic: **FINAL EXAM**
        (TBD by instructor: Final exam is mandatory and may be given any time during Weeks 12-15)

XV.   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 non-textual 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.

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.***

XVI. 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.

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

accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.