

Rutgers, The State University of New Jersey
School of Social Work

Conceptual Foundations of Social Work and Social Welfare
16:910:645

FALL 2013

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Course Description and Overview: From a multi-disciplinary perspective, this course critically examines scholarship and contemporary debates addressing social work and social welfare structures, provisions, and systems of care. The course addresses the unique aspects of American social service systems, comparative perspectives, questions of globalization, race and gender dynamics in contemporary social work policies and practice, and the dynamic nexus of state institutions, the social work profession and social service provision.

Course Learning Objectives:

1. To examine the unique aspects of American social welfare policy and services in comparative perspective
2. To explore the interconnectedness and interdependent relationship between welfare policy structures, social services and the social work profession.
3. To explore ongoing class, race and gender dynamics of welfare policy and services from a historical and contemporary perspective
4. To explore the nature of welfare provision in developing economies
5. To examine future challenges to welfare policy and social service provision including the Great Recession, immigration, demographic changes etc.

Course Materials

The following texts are required for the course should be purchased:

Howard, Christopher. (1997). *The Hidden welfare state: Tax expenditures and social policy in the United States*. Princeton, NJ: Princeton University Press.

O'Connor, Alice. (2001). *Poverty knowledge: Social science, social policy, and the poor in twentieth-century U.S. history*. Princeton, NJ: Princeton University Press.

Jones, Kathleen. (1999). *Taming the troublesome Child: American Families, Child Guidance, and the Limits of Psychiatric Authority*. Cambridge Mass. Harvard University Press.

All other course readings (articles and chapters) are available will be available as PDF files on the course ecompanion website.

Background Reading/Prerequisite: While there are no formal prerequisites for this course, it is helpful for students have some familiarity with the history of social welfare provision in the United States. Students without this background may be interested in reading Trattner, Walter (1994). *From poor law to welfare state: A history of social welfare in America*. New York: The Free Press. This is a lively and easily readable overview of the evolution of American social welfare provision.

Course Assignments:

Course assignments are designed to support your scholarly development and they are intended to be of use at a later date in your training or career. Productive, collegial participation in seminar discussion and completion of readings are required (30% of grade). Additional assignments include:

Weekly Reaction Papers

On designated weeks, students should submit a reaction paper the Monday before class by noon (please note, I am open to negotiating this due date during the first class). While I do not require a specific format, papers should be between 1 and 3 pages single spaced (longer is not necessarily preferable) and include the following:

- 1) the author's stated aims, line of argument, methodological approach and theoretical perspective;
- 2) the student's reflections on whether the text achieves its stated aims, including: coherence of the argument (does the conclusion follow logically from the premises? Does presented evidence support the claims?), effectiveness of methodological approach to answering stated research questions; and usefulness of theoretical perspective to the analysis
- 3) questions raised that either remain unanswered or require further explanation/exploration; questions raised in relation to other course texts. Please bring these questions with you to class and be prepared to raise them in the seminar.

It is appropriate (although not required) to draw on related literature. If you do so, please cite the literature according to APA guidelines.

(40% of grade)

Students should submit a total of 5 reactions papers during the semester. Students will select the weeks of their 5 reaction papers during the first class. Please note that questions (as described in number 3) are due even on those weeks when a formal reaction paper is not.

New York Times:

In addition to the weekly reading assignments, students are expected to read the coverage of social welfare topics in the *New York Times* on a weekly basis (included in participation grade).

Final Assignment:

Social Problem Approach Paper: This is a 12-15 page paper that critically examines existing literature on the evolution of a social problem, critiques changing policy responses to the issue, and situates the issue in relation to course content. If so desired, the student may examine the social problem from an international, comparative perspective. Students should present research questions emerging from their review of the literature. This assignment is intended to provide a foundation for future study/research. Students will meet with the instructor individually to discuss paper content and development. The initial draft of the papers is due on 11/13. The final draft is due on the last day of class (12/18) and students will present their papers on 12/11 and 12/18. The paper is worth 30 percent of the final grade. An expanded outline will be provided.

Course Outline

Part 1: The Conceptual Foundations of Social Welfare and Social Services

Week 1: Introduction: Foundations of Social Welfare and Social Work

- Overview of historical and contemporary US welfare provision and systems of care

Marshall, T.H. (1950). Citizenship and social class. In Pierson and Castles (eds.) (2006). *The Welfare State Reader* (2nd Edition). pp.30-39. Malden, MA: Policy Press.

Titmuss, R. (1967). Universalism versus selection. In Pierson and Castles (eds.) (2006). *The Welfare State Reader* (2nd Edition). pp. 40-48. Malden, MA: Policy Press.

Week 2: Social Welfare Provision and Services in Comparative Perspective

Esping-Andersen, Gosta. (1990). *The Three Worlds of Welfare Capitalism*. Princeton University Press: Princeton, NJ. Part 1: The three welfare state regimes, pp. 9-105.

Arts, W. & Gelissen, J. (2006). The three worlds of welfare capitalism or more? A state of the art report. In Pierson and Castles (eds.) (2006). *The Welfare State Reader* (2nd edition), pp. 175-198. Malden, MA: Policy Press.

Week 3 : Social Welfare Development and American Exceptionalism

Skocpol, Theda. *Protecting soldiers and mothers: The political origins of social policy in the United States*. Harvard University Press: Cambridge, Mass. Introduction (pp. 1-62).

Pierson, P. (2005). The study of policy development. *Journal of Policy History*, 17 (1), 34-51.

Week 4: American Exceptionalism continued

Howard, Christopher. (1997). *The Hidden welfare state: Tax expenditures and social policy in the United States*. Princeton, NJ: Princeton University Press.

Students will choose two case studies (one means tested, one inclusive) to focus on in the text. This choice will be further explained in class.

Part 2: Divisions in American Social Welfare Provision

Week 5: Gender and American Social Welfare

Esping-Anderson, G. (2009). The incomplete revolution: Adapting to women's new roles. Selected Chapters (Introduction, 1,2,3) available on ecompanion. Malden, MA: Polity Press.

Mandel, H. & Semyonov, M. (2006). Welfare State Paradox: State Interventions and Women's Employment Opportunities in 22 Countries. *American Journal of Sociology*, 3(6), 1910-1949.

Orloff, A. (2009). Gendering a comparative analysis of welfare states: An unfinished agenda. *Sociological Theory*, 27 (3), 317-343.

Week 6: Race and American Social Welfare

Brown, M. (1999). Race, money and the American welfare state. Ithaca, NY: Cornell University Press. Selected chapters available on ecompanion.

Week 7: Labor and American Social Welfare

Boris, E. & Klein, J. (2012). Caring for American: Home health workers in the shadow of the welfare state. NY, NY: Oxford University Press. Selected chapters to be posted on ecompanion.

Part 3: Welfare in Action: Social Work and Social Services

Week 8 : The Profession and the 'Therapeutic' State

Jones, Kathleen. (1999). Taming the troublesome Child: American Families, Child Guidance, and the Limits of Psychiatric Authority. Cambridge Mass. Harvard University Press.

Week 9: The Nexus of Research, Policy and Practice

O'Connor, Alice. (2001). *Poverty knowledge: Social science, social policy, and the poor in twentieth-century U.S. history*. Princeton, NJ: Princeton University Press.

Week 10: The Third Sector: Non-profits and Systems of Care

Frumkin, P. (2002). *On Being nonprofit: A conceptual and policy primer*. Cambridge, MA: Harvard University Press. Selected Chapters available on ecompanion.

Part 4: The Future of Social Welfare :

Week 11: Immigration and Social Welfare

Crepaz, M. & Damron, R. (2009). Constructing Tolerance: How the Welfare State Shapes Attitudes About Immigrants. *Comparative Political Studies*, 42(3), 437-463.

Girswold, D. (2012) Immigration and the welfare state. *Cato Journal* 32(1), 159-174.

Nannestad, P. (2007). Immigration and welfare states: A survey of 15 years of research. *European Journal of Political Economy*, 23, 512-532.

Salisbury, D. (2006). Immigrants' social rights in comparative perspective: welfare regimes, forms in immigration and immigration policy regimes. *Journal of European Social Policy*, 16(3), 229-244.

Final Paper Draft Due

Week 12: No Class/Thanksgiving Break

Week 13: Retrenchment and Restructuring in Social Welfare

Busemeyer, M. (2009). From myth to reality: Globalization and public spending in OECD countries revisited. *European Journal of Political Research*, 48 (4), 455-482.

Gable, S. & Kamerman, S. (2006). Investing in Children: Public Commitment in Twenty-one Industrialized Countries. *Social Service Review*, 80(2), 239-263.

Jackson, R. (2006). The global retirement crisis. In Pierson and Castles (eds.) (2006). *The Welfare State Reader* (2nd Edition). pp. 325-332. Malden, MA: Policy Press.

Stiglitz, J. (2012). *The price of inequality: How today's divided society endangers our future*. NY, NY: Norton and Company. Selected chapters (1-4, 9) available on ecompanion.

Week 14: Social Welfare and Social Services Provision in Developing Economies

Haggard, S, and Kaufman, R. (2009). *Development, democracy, and welfare states. Latin America, East Asia and Eastern Europe*. Princeton, NJ: Princeton University Press. (Selected chpts available on ecompanion site).

Lin, K. (2009). China: The art of state and social policy remodeling. In *International Social Policy: Welfare Regimes in the Developed World*, edited by P. Alcock and G. Craig, (pp. 247-66), NY, NY: Palgrave MacMillan.

Additional reading may be added

Week 15: Class presentations and Final paper due

Academic Integrity Policy

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 constructed as an attempt to misrepresent the cited materials as your own. Use the citation style preferred by the discipline.

Effective September 2, 2009, a revised Policy on Academic Integrity will go into effect. The new policy is posted at <http://academicintegrity.rutgers.edu/integrity.shtml>

Please Note: violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by first-year 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 Judicial Affairs. The AIF that you should contact is Antoinette Y. Farmer, 732.932.2621. 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.

Definition of Plagiarism

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or 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 to 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 case, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Disability Accommodation

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