

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

Social Welfare Policy and Services I
09:910:311

Class Times and Locations:

Instructor:
Office:
Email:
Office hours:
Phone:

Catalogue Course Description

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

Course Overview

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

Place of Course in Program

This is a required course for social work majors.

Program Level Learning Goals and the Council on Social Work Education's Social Work Competencies

The BASW Program at Rutgers, The State University of New Jersey is accredited by the Council on Social Work Education (CSWE). CSWE uses the 2015 Education Policy and Accreditation Standards (EPAS) for accreditation of baccalaureate social programs. These accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers University School of Social Work has integrated the nine CSWE competencies, which are in the 2015 EPAS, within its curriculum.

These competences serve as program level learning goals for the BASW Program and include the following. Upon completion of their BASW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individuals, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

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.

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.

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

Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses ethical and professional behavior, diversity and difference in practice, as well as human rights and social, economic and environmental justice through the study of the history of social work and social services in the United States and the evolution of the social work profession.

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.

School of Social Work Learning Goals.

The mission of the Rutgers School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

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

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

Required Texts and Readings

Jansson, B.S. (2015) *The reluctant welfare state: Engaging history to advance social work practice in contemporary society (8th edition)*. Stamford, CT: Brooks/Cole. Note: there is a 9th edition of this text. You may use that; however, the 8th edition is less expensive and used copies can usually be purchased through a number of online sites, such as Amazon.

SWPS I Course Readings.

The required text (Jansson) can be purchased at the Rutgers University Bookstore, or on www.efollet.com or www.amazon.com. All articles are available on the CANVAS course webpage, via electronic reserve or through a weblink on this syllabus. To access the electronic reserves, visit the libraries website at www.libraries.rutgers.edu. For articles on electronic reserve, most are listed under the name of Teaching Professor Eric Lock, SWPS I undergraduate. Any additional articles will have a hyperlink in the syllabus.

Course Policies and Requirements

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

Ecompanion site

This course has CANVAS web site where students can access course resources such as readings, assignment instructions, assignment drop-boxes, lecture notes and handouts. Go to the main CANVAS. Interface page (<https://onlinelearning.rutgers.edu/>) to find a link to this course.

Email

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

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

Technology Use in the classroom

Students may of course use laptops and tablets in order to follow and make notes on lectures or to view handouts. I discourage the use of phones in class and will ask that you put it away if it becomes clear the phone is being used to text or post to social media during lecture and/or discussion. The only exception to this may come up if we have occasion to use cell phone polling technology at some point in the class. I understand that on rare occasions, one may have to take or make a call or other communication during class; if that’s the case, just step outside the room for a moment.

Assignments and Grading

- | | |
|---|------------|
| 1. Policy Discussion Board: | 10% |
| 2. Income Inequality Data Analysis | 15% |
| 3. Midterm Exam | 35% |
| 4. Final Exam | 30% |
| 5. Attendance & Participation | 10% |

Policy Discussion Board

The purpose of this assignment is to get you (students) engaged in the national, state and/or local “conversation” around social policy issues. The goal of this assignment is to encourage students to link current policy issues to course content. For the journal, students are encouraged 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, *but you may start a discussion using content from any reputable news source, not just the New York Times.*

Students are required to post four original submissions over the course of the semester. Each submission is worth 2 points. You may submit to any week’s discussion board, but you will only be credited for one submission for any particular week (i.e. if you forget to submit all semester and post 5 original submissions in week 14, you will only get the 2 points for that week).

A submission is any newspaper or magazine article that is arguably related to social welfare policy issues. In your submission you are expected to summarize the article in one or two paragraphs and share any additional thoughts you might have on the piece. Most submissions should be around half a page in length. Enough to get a conversation started, not so much that it feels like an essay. Be sure to cite the article’s title, date and author AND post a link for fellow students to read it.

In addition to submitting four original submissions, you are expected to respond occasionally to other students’ submissions. You are only required to respond two times over the course of the semester; however, students who are frequent contributors to the discussion conversations may be considered for one additional point of extra credit.

Accessing the New York Times:

The *New York Times* (<http://www.nytimes.com>) provides free digital access to a limited number of articles per month. Students can subscribe to the digital *New York Times* at a reduced educational rate at:

<http://www.nytimes.com/subscriptions/edu/lp1474.html?campaignId=3KLL9>

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.

Short Written Assignment:

Income Inequality Assignment Due Week 12. Length: 4 double-spaced pages.

See course webpage for specific instructions for this assignment.

Resource for researching income inequality:

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

<http://www.stateofworkingamerica.org/features/view/1> focusing on tables and brief text in the following areas:

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

In-class midterm exam. Due Week 9

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

Final exam. Due Week 15 The final exam will cover lectures and reading materials from weeks one through fourteen and will include both short answer and essay components. The final will be held in class and students will be allotted an entire class session to complete it.

Class participation and attendance. As stated, students are expected to attend class and to complete readings on a timely basis so that they can participate effectively in class discussions. Three missed classes and/or excessive lateness will result in a grade reduction and could result in course failure.

Late assignments will be accepted only under highly unusual circumstances and with a minimum of a week's notice to the instructor. Late assignments will be marked down for each late day.

Writing quality: Please note that the quality of your writing will affect your grade. You are expected to edit and proofread your written assignments several times. If you believe you need assistance with your writing, please contact the Student Learning Centers at <https://rlc.rutgers.edu/> for assistance with writing.

Course Evaluation

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

Course Outline

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

Weekly Topics and Readings

Section I: Definitions and Concepts

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

1. Outline the major topics relevant to a course in social welfare policy
2. Define social justice, identify the dominant social justice perspectives behind conservative and liberal views of the welfare state.
3. Recognize the different dimensions of the social justice conversation in social work, noting differences between social, economic, and environmental justice, as well as justice notions based in a recognition of universal human rights.
4. Define a social welfare state by its functions and moral justification.
5. Understand what commodification and decommodification mean.
6. Identify the determinants of social welfare policy including social values and beliefs; social conflicts; and historical, political, economic and social conditions.

Week 1 (Sept. 5): Introduction: What is social welfare policy?

Jansson (text). Chapter 13, "Why has the American welfare state been reluctant-and what can we do about it?"

Week 2 (Sept. 12): The Moral Dimension of Social Work: Social Justice

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

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

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

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

<http://socialwork.oxfordre.com> DOI: 10.1093/acrefore/9780199975839.013.132 on eReserve

Optional Further Reading:

Finn, J. & Jacobson, M. (2013). Social Justice. In National Association of Social Workers and Oxford University Press (Eds) *Encyclopedia of Social Work*. Available at

<http://socialwork.oxfordre.com> Also on eReserve.

Week 3 (Sept. 19): What is a Welfare State?

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

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

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

Gilbert, N. & Terrell, P. (2013). Chapter 2: The modern welfare state, in *Dimensions of Social Welfare Policy* (8th ed.).

Optional Further Reading

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

Week 4 (Sept. 26): The Economic and Political Context of Social Work: Capitalism and Democracy

Heilbroner, Robert L. and Lester Thurow, 1998. Selected Chapters (below) from *Economics Explained*, Edgewood Cliffs, NJ: Prentice Hall. Chapter 5 (71-80): "The GDP"; Chapter 9 (115-123): "The Debate About Government"; Chapter 15 (177-185) "The Specter of Inflation".

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

Optional Further Reading

Wright, Erik Olin

Section II: The Emergence of the American Welfare State

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

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

7. Describe the contemporary connections of the social safety net to its conceptual origins of cash assistance, social security, Unemployment Insurance, et al.

Week 5 (Oct. 3): Poor Law Tradition and the New Country. Problems, needs and rights: Colonial Period to the early 1800s.

Jansson (text). Chapter 3, "Fashioning a new society in the wilderness."

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

Optional Further Reading

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

Week 6 (Oct. 10): Reconstruction, Urbanization and Scientific Charity, 1860 to 1900.

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

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

Optional Further Reading:

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

VIDEO: watch the PBS documentary, American Experience. *Reconstruction: The Second Civil War. Part One*: <https://www.youtube.com/watch?v=-EX52Vm8Dg8&t=602s>

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

Resources for watching the film:

<http://www.pbs.org/wgbh/amex/reconstruction/index.html>

Week 7 (Oct. 17): The Progressive Era: Emerging Concepts of Social Work and Social Welfare from 1900 to 1930.

Jansson (text). Chapter 5, "Social reform in the Progressive Era."

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

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

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

Optional Further Reading:

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

Week 8 (Oct. 24): The Depression and the New Deal

Jansson (text). Chapter 6, "Social policy to address the worst economic catastrophe in US History"

Rose, N.E. (1990). Work relief in the 1930s and the origins of the Social Security Act. *Affilia*, 5(2), 25-45.

Hamilton, D.C. (1994). The national association for the advancement of colored people and New Deal legislation: A dual agenda. *Social Service Review*, 68(4), 488-501.

Week 9 (Oct. 31): IN-CLASS MID-TERM EXAM

Honor Pledge

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

Modern History: The Post WWII American Welfare State

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

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

Week 10 (Nov. 7): From World War II to the 1970s. Changing Perspectives on Social Issues, Civil Rights, and Social Policy.

Jansson (text). Chapter 7 "The era of federal social services: The new frontier and the Great Society"

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

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

Optional Further Readings

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

Record, L. & Hocker, A. P. (1998). A fire that burns: The legacy of Wounded Knee. *Native Americas*, 15 (1), 14-25.

Week 11 (Nov. 14): The Conservative Tide of 1980s to the 1990s and the Return to Extreme Inequality

Jansson (text). Chapter 9, "The conservative counterrevolution in the era of Reagan and Bush, Sr"

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

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

<https://docs.google.com/viewerng/viewer?url=http://www.stateofworkingamerica.org/files/book/Chapter2-Income.pdf>

Contemporary implications article

Week 12: (Nov. 21) Thanksgiving Break

Due: Income Inequality Assignment. See details in assignment section above.

Week 13 (Nov. 28): Illustrating the Legacy of the Reagan Revolution: Welfare Reform

Jansson (text). Chapter 10, "Reluctance illustrated: Policy uncertainty during the Clinton Administration"

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

Moffit, Robert (2008). "A Primer on U.S. Welfare Reform." *Focus*. 26(1), 15-26.

<http://www.irp.wisc.edu/publications/focus/pdfs/foc261c.pdf>

Optional Further Readings

Adema, W. (2012). Setting the scene: The mix of family policy objectives and packages across the OECD. *Children And Youth Services Review*, 34(Comparative Child and Family Policy), 487-498. doi:10.1016/j.chilyouth.2011.10.007

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

Week 14. (Dec. 5) Social Welfare after the Reagan Revolution. Course review and wrap up.

Jansson (text). Chapter 12, “Would President Barak Obama Reverse the Cycle of History”

Jansson, Bruce. 2017. Chapter 13 “Donald Trump: Populist or Conservative?” in *The Reluctant Welfare State*, 9th Edition. (see pdf copy).

Assignment:

- 1) Please take the on-line quiz available at http://quizfarm.com/test.php?q_id=61431. Please take both your current and original results to class. Did your results change?

Week 15. IN-CLASS FINAL EXAM

Academic Integrity

All work submitted in an undergraduate 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 Laura Curran, at lacurran@ssw.rutgers.edu. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

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.

XI. 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's 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>."