

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

**Social Welfare Policy and Services I
19:910:504
Fall 2019**

Instructor:
Office hours:
Telephone:
Email:

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.

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.

Place of Course in Program

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

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

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

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

This course will assist students in developing the following 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 and engage in policy practice, it has been selected be to part of the School of Social Work overall assessment program. This means that one of the course assignments, the final paper, 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 policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence 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 Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths 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

Stern, M. J & Axinn, J. (2018). *Social Welfare: A History of the American Response to Need* (9th ed.). NY: Pearson.

<http://www.pearsonhighered.com/educator/product/Social-Welfare-A-History-of-the-American-Response-to-Need-Plus-MySocialWorkLab-with-eText-Access-Card-Package/9780205063239.page>

The textbook can be purchased at the Rutgers University Bookstore, at www.efollet.com, or at www.amazon.com. It is on reserve at Alexander Library, Graduate Reserve.

Other core 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> / click on Reserves / readings are listed under course name and number or under instructor name 'Laura Curran'.

For readings available online, the web links are provided on the syllabus.

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.

Course Requirements: Exams & Assignments

Students' final course grades are based on their performance on (1) class attendance and participation in discussions, (2) performance on the two exams (in-class mid-term & take-home final exams), (3) five weekly policy journals, and (4) two mini analyses (Head Start and Overview of U.S. Welfare State). The table below provides an overview of the course requirements, their due dates, and percent towards the final course grade.

Overview of Exams and Assignments:

Week	Topic	Assignment/Exam Due	%
All	Class attendance & participation	Every week	10
1	Social Welfare Definition Role of Values Broad Overview of U.S. welfare system	None	
2	U.S. political system and government budget and their implications for social welfare policies	Policy journal (1)	4
3	Analyzing Social Problems & Social Welfare Policies	Policy journal (2)	4
4	Poor Law Tradition and the New Country (Colonial Period to the early 1800s)	None	
5	The Rise of Institution (1800-1860)	Mini-Analysis 1: Head Start policy	10
6	Reconstruction, urbanization and scientific charity (1860-1900)	Policy journal (3)	4
7	The progressive era (1900-1930)	None	
8	The Depression and the New Deal (1930-194)	None	
9	Mid-term exam	In-class Mid-Term Exam	25
10	Civil Rights and the 1950s	Policy journal (4)	4
11	Civil rights and social policies in the 1960s	Policy journal (5)	4
12	The Paradoxical Era and the Regan Years in the 1970s & 80s	Mini-Analysis 2: Overview of U.S. Welfare State	10
13	Social welfare policies (1992-2000)	None	
14	Social welfare policies (2000 – present)	None	
15	Overview of U.S. Welfare Programs Bridge to the Contemporary Policy courses (2 nd year)	Take-home Final Exam	25
		Total	100

*Detailed instructions for the **in-class mid-term exam** and **take-home final exam** will be discussed in class by the course instructor.

SSW Grading Scale: Below is the grading scale for the MSW program (Scores to be rounded up at .5)

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

See the assignments listed below for a more detailed instructions and grading guidelines.

1. Five (5) Policy Journals

20% of final grade; Due on 2nd, 3rd, 6th, 10th, & 11th weeks

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 week (i.e., you do not have to relate the article to the specific week's reading. You can relate it to an earlier week). 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 basis. *Instructors, please specify your preferred paper submission method for your students.*

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:

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:

- Connect to the Factiva database: <http://www.libraries.rutgers.edu/indexes/factiva>
- On the Factiva landing page, hover your cursor over the NewsPages link in the top, black navigation bar, and then select Factiva Pages.
- You should then be on the newsstand page; on the right will be the Wall Street Journal, scroll down, the next paper listed will be the *NYTimes*
- 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.

2. Mini Analysis (1): Head Start Policy

10% of final grade; Due on the 5th week

For this assignment, students are expected to conduct a "mini" policy analysis of Head Start policy. The goal of this assignment is help students learn how to apply a policy analysis framework to Head Start policy. To conduct the analysis, students will need to find 3 articles that concern and describe the Head Start 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 students with an overview of the policy/program and help them discuss the benefit-allocation framework.

The 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). Students note that some of these organizations have a particular political orientation (progressive, conservative, libertarian) so they should think about this while the reports of their choice.

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

Please use the analysis model described in the readings to draft a **one- to two-page analysis, single spaced** (citation should be according to APA format). The analysis should address the following points as explained in the following reading: [Gilbert, N. & Terrell, P. (2009). Chapter 3. A Framework for Social Welfare Policy Analysis. In *Dimensions of social welfare policy*: Boston, MA: Allyn & Bacon].

- 1) Benefit-Allocation Framework: Who, what, how, and how much (\$)

- 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 searching for article about effectiveness, please use the term outcomes, effects, or impacts' as the search key words).

The paper should be approximately **2 pages, singled spaced (APA format citation required)**. *Instructors, please specify your preferred paper submission method for your students.*

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

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

3. Mini Analysis (2): Overview of U.S. Welfare State

The social welfare programs available in the United States can be grouped in the broad seven categories as specified the Overview Table below. This mini analysis is designed to help students (1) gain a broad overview of the U.S. welfare state and its unique characteristics, (2) understand the dominant approaches of some of the major welfare programs in terms of their allocations (re: target population, eligibilities) and provisions (re: cash, in-kind) and (3) learn the overall trend of the redistributive effects of U.S. welfare state in recent decades.

Please note that welfare state refers to a type of government that plays critical roles in protecting and promoting socioeconomic well-being of its citizens and that welfare programs refer to programs that target individuals or families with limited incomes or resources (think about how the term, welfare, can be a both broad and narrow concept).

For this assignment, students need to do the following three readings and understand the major points of each reading clearly and accurately. Note that while Lynch (2015) explains welfare state, both Moffitt (2015) and U.S. GAO (2017) focus on major welfare programs in the U.S.

- Lynch, J. (2015). A cross-national perspective on the American welfare state. In *Oxford Handbook of US Social Policy*. (pp.112-130). Oxford: Oxford University Press. Retrieved from <https://cpb-us-w2.wpmucdn.com/web.sas.upenn.edu/dist/c/549/files/2019/02/2014-Lynch-OHUSSP-Cross-national-perspective-on-the-American-welfare-state-188922h.pdf>
- Moffitt, R. A. (2015). The deserving poor, the family, and the US welfare system. *Demography*, 52(3), 729-749. Retrieved from <https://link.springer.com/content/pdf/10.1007%2Fs13524-015-0395-0.pdf>
- U.S. Government Accountability Office (2017). Federal Low-Income Programs. Eligibility and Benefits Differ for Selected Programs Due to Complex and Varied Rules. Retrieved From <https://www.gao.gov/assets/690/685551.pdf>

Based on the readings above, students are expected to write a **single-spaced, two-page essay to respond to the following questions**. Be sure to cite the readings above as appropriate.

Instructors, please specify your preferred paper submission method for your students.

- (1) Complete the Overview Table below using information from all three readings above. Be sure to identify **all** social welfare policies and programs mentioned in these readings and appropriately classify them by filling in the empty cells of the Overview Table below. Note that two cells of the Table for Labor Market Policy are already filled **as examples** (The aforementioned three readings do not identify these labor market policies although our textbook covers them. Students, therefore, are not expected to find the relevant information from the three readings but instead to conduct a simple Google search).
- (2) Describe the basic structure of U.S. welfare state and some of its unique characteristics as described by Lynch (2015) and Moffitt (2015).
- (3) Discuss how the trend of redistribution has changed in recent decades using the argument and evidence presented by Moffitt (2015).

Table. Overview of U.S. Welfare State

Policy Categories	Social Insurance or Universal Eligibility	Means-Tested or Selective Eligibility
1. Old-Age Pension		None
2. Health Care		
3. Unemployment Benefit		None
4. Labor Market Policy	Fair Labor Standards Act National Labor Relations Act	Workforce Innovation and Opportunity Act
5. Public Assistance (poverty relief)		
6. Child & Family Benefits		
7. Housing		

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

- Are the three readings (as described above) appropriately used in student’s paper? (35%)
- Is the paper content accurate and comprehensive? (35%)
- Is the paper well-written (grammar, organization, style)? Are the sources properly cited (APA style)? (30%)

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/>

APA Style Guide <http://www.apastyle.org/learn/faqs/index.aspx>

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. School of Social Work Mission Statement

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

XIII. Course Outline

A variety of methods are used including lectures, discussions, exercise, assignments, readings, exams, and in-class videos.

Week 1: Definition of Social Welfare Policies, Role of Values, & Broad Overview of U.S. Social Welfare

Weekly Objectives

1. Define social welfare policy and welfare state
2. A brief overview of U.S. social welfare system
3. Identify the determinants of social welfare policy including social values and beliefs; social conflicts; and historical, political, economic and social conditions
4. Define a human rights and social justice perspective on social work and social welfare policy. Compare and contrast social, economic and human rights.

Required Readings

1. Lynch, J. (2015). A cross-national perspective on the American welfare state. In *Oxford Handbook of US Social Policy*. (pp.112-130). Oxford: Oxford University Press.
2. Finn, J. & Jacobson, M. (2013). Social Justice. In National Association of Social Workers and Oxford University Press (Eds) *Encyclopedia of Social Work*. Retried from <http://socialwork.oxfordre.com> DOI: 10.1093/acrefore/9780199975839.013.132.
3. Reichert, E. (2011). Human rights in social work: an essential basis. *Journal of Comparative Social Welfare*, 27 (3), 207-220.
4. Rogge, M. (2013). Environmental Justice. In National Association of Social Workers and Oxford University Press (Eds) *Encyclopedia of Social Work*. Retried from <http://socialwork.oxfordre.com> DOI: 10.1093/acrefore/9780199975839.013.132.

Supplemental Readings

- 2018 Green Book; Background Material and Data on the Programs within the Jurisdiction of the Committee on Ways and Means. <https://greenbook-waysandmeans.house.gov/2018-green-book> [Please take a look at not only 2018 version but also previous versions by clicking on Archive].

- Falk, G., Mitchell, A., Lynch, K. E., McCarty, M., Morton, W. R., & Crandall-Hollick, M. L. (2015). Need-Tested Benefits: Estimated Eligibility and Benefit Receipt by Families and Individuals.

Week 2: Political and Economic Contexts of Social Welfare Policies

Weekly Objectives

1. Structure of government, legislative process, and their impacts on social welfare policies
2. Federal and state revenues, budget, spending and their implications for social welfare policies

Required Readings

**Please note that most readings listed below are short.*

1. How Laws Are Made and How to Research Them. [Please visit the following website and study (1) the Infographic and (2) Steps in Making a Law; and explore the following section (3) Find Federal Laws: <https://www.usa.gov/how-laws-are-made>]
2. Popple, P. & Leighninger, L. (2015). Chapter 11: Politics and social welfare policy (pp.245-261) in *The Policy-Based Profession: An Introduction to Social Welfare Analysis for Social Workers*: Pearson.
3. Steuerle, C.E. (1997). Devolution as Seen from the Budget. Urban Institute. Retrieved from <https://www.urban.org/sites/default/files/publication/66971/307034-Devolution-as-Seen-from-the-Budget.PDF>
4. Falk, G., Lynch, K. & Tollestrup, J. (2018) Federal Spending on Benefits and Services for People with Low Income: In Brief. Washington, DC: Congressional Research Service. Retrieved from <https://fas.org/sgp/crs/misc/R45097.pdf>
5. Policy Basics: Where do our federal tax dollars go? Retrieved from <https://www.cbpp.org/research/federal-budget/policy-basics-where-do-our-federal-tax-dollars-go>

Supplemental Readings

- Aaron, H. (2013, March 5). [A pop quiz about federal spending that may surprise you](https://www.brookings.edu/opinions/a-pop-quiz-about-federal-spending-that-may-surprise-you/). Real Clear Markets. (Available at <https://www.brookings.edu/opinions/a-pop-quiz-about-federal-spending-that-may-surprise-you/>)
- Visit the following website and explore on the topic “budget of the U.S. government” and “Data and Statistics about the U.S.”
- <https://www.usa.gov/>

- <https://www.usa.gov/budget>
- <https://www.usa.gov/statistics>

Week 3: Analyzing Social Welfare Policies

Weekly Objectives

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

Required Readings

1. Chambers, D. E. & Bonk, J. F. (2012). Analyzing the social problem background of social policies and social programs. Chapter 1. In *Social policy and social programs: A method for the practical public policy analyst* (6th ed.). Boston: Pearson
2. Gabel, S. Analyzing social policies from a rights-based approach, pp. 293-310. In Libal, K. Berthold, M. Thomas, R. & Healy, L. (Eds.) *Advancing human rights in social work education*. CSWE Press. Alexandria, VA.
3. Gilbert, N. & Terrell, P. (2009). Chapter 3. A Framework for Social Welfare Policy Analysis. In *Dimensions of social welfare policy*: Boston, MA: Allyn & Bacon.

Supplemental Readings

- Garfinkel, I., Rainwater, L., & Smeeding, T. M. (2010). *Wealth and welfare states: Is America a laggard or leader?* Oxford ; New York: Oxford University Press. Introduction.
- Spar, K. (2011). Federal benefits and services for people with limited incomes: Programs, policies, and spending, FY2008-2009, Washington, DC: Congressional Research Service.

Week 4: Poor Law Tradition and the New Country: (Problems, Needs and Rights: Colonial Period to the early 1800s)

Weekly Objectives

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

Required Readings

1. Stern & Axinn (2018). Chapter 2, The Colonial Period 1647-1776 and documents.
2. Mabie, M.C.J. (1987). The Constitution of the United States of America. In *The Constitution: Reflection of a changing nation* (pp. 105-28). New York: Henry Holt and Co. (Can also be retrieved from: <http://lcweb2.loc.gov/const/const.html>).
3. Who deserve government assistance?
https://www.wnycstudios.org/story/who-deserves-government-assistance?utm_source=Newsletter%3A+This+Week+On+WNYP&utm_campaign=9b8cffad2d-EMAIL_CAMPAIGN_2018_03_26_COPY_01&utm_medium=email&utm_term=0_0473b3d0b8-9b8cffad2d-65442277&mc_cid=9b8cffad2d&mc_eid=5a22289b2a
Contemporary implication article & podcast

Supplemental Readings

- Rutherford, E. (1987). *Sarum*. NY: Ballantine. 'The Founding', p. 375. "Slavery in New York" exhibit at: <http://www.slaveryinnewyork.org/index.html>
- Apprentices, servants, and child labor: Colonial documents (2000). In P. Fass & M.Mason (Eds.) *Childhood in America* (pp.244-247). NY: New York University Press.

Week 5: The Rise of the Institution: Social Reform and Social Conflict, 1800 to 1860

Weekly Objectives

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

Required Readings

1. Stern & Axinn (2018). Chapter 3, The Pre-Civil War period 1777-1860
2. Rothman, D. (1971). *Discovery of the Asylum*. Boston: Little Brown and Co., Introduction and Chapter 6, The new world of the asylum.

3. Fishel, H.L., & Quarles, B. (Eds.). (1970). *The Black American: A Documentary History*, New York: William Morrow. Readings No. 105 and 106. Reading No.105: Dred Scott's petition for freedom. Reading No. 106: The Dred Scott decision.
4. Thomas, Kaite. New York Times. April 15, 2015. In race for Medicare dollars nursing home care may lag. Available at: <http://www.nytimes.com/2015/04/15/business/as-nursing-homes-chase-lucrative-patients-quality-of-care-is-said-to-lag.html> *Contemporary implication article*

Supplemental Readings

- Osofsky, G. (1967). *The Burden of Race: A Documentary History of Negro-White Relations in America*. New York: Harper and Row. Chapter 11, PARIAS:Free Negroes.
- Commager, H. S. (1960). *The Era of Reform*. Princeton, NJ: Van Nostrand. Readings 20, 37, and 38. Reading No. 20, The Seneca Falls Declaration of Independence (1848); No. 37. Abraham Lincoln on the vital importance of education, 1832; No. 38, Thaddeus Stevens, plea for public education in Pennsylvania (1838)

Week 6: Reconstruction, Urbanization and Scientific Charity: 1860 to 1900

Weekly Objectives

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

Required Readings

1. Stern & Axinn (2018). Chapter 4, *The Civil War and After: 1860-1900 and Documents*.
2. Brace, C. L. (1872). The Causes of Crime. In *The dangerous classes of New York & twenty years work among them* (pp. 51-63). New York: Wynkoop & Hallenbeck..
3. Hofstadter, R. (1955). The Coming of Darwinism. In *Social Darwinism in American thought* (pp. 13– 30). Boston: Beacon Press.
4. 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> *Contemporary implications article*

Class Video

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

Supplementary Readings

- Fitzgerald, M. (2006). *Habits of compassion: Irish Catholic nuns and the origins of New York's welfare system, 1830-1920*. Urbana: University of Illinois Press, 2006.
- Fishel, H.L. & Quarles, B. (Eds.). (1970). Reading No. 149: Plessy v. Ferguson (1896). In *The Black American: A documentary history*. New York: William Morrow.
- Gossett, T. F. (1997) *Race: The History of an Idea in America*. Dallas: Southern University Press. Chapter 5, Race and Social Darwinism.

Week 7: The Progressive Era: Emerging Concepts of Social Work and Social Welfare from 1900 to 1930

Weekly Objectives

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.

Required Readings

1. Stern & Axinn (2018). Chapter 5, Progress and reform: 1900-1930 and Documents.
2. Nelson, B. J. (1990). The origins of the two-channel welfare state: Workman's compensation and Mothers' aid. In L. Gordon (Ed.), *Women, The State and Welfare* (pp. 123-51). Madison: University of Wisconsin Press.
3. Flexner, A. (1915). "Is social work a profession?" In R.E. Pumphrey & M.W., Pumphrey (Eds.), (1961), *The heritage of American Social Work* (pp. 301-06). New York: Columbia University Press.
4. Center for American Progress (2016). Progressive Traditions Series. Available at: <https://www.americanprogress.org/series/progressive-traditions/view/>. Please review one Progressive Tradition report of your choosing. *Contemporary Implications article*.

Class Video

The Women of Hull House (available for streaming through RU Library website)

Supplemental Readings

- Urban Experience in Chicago: Hull House and its neighbors.
<http://www.uic.edu/jaddams/hull/urbanexp/contents.htm> for images of Hull House.
- Richmond, M.E. (1961). The Need of a Training School in Applied Philanthropy. In R.E. Pumphrey & M.W. Pumphrey (Eds.), *The heritage of American Social Work* (pp. 284-91). New York: Columbia University Press.
- Kennedy, A. C. (2008). Eugenics, "Degenerate Girls," and Social Workers during the Progressive Era. *Affilia*, 23, 22-37.

Week 8: The Depression and the New Deal: 1930-1948

Weekly Objectives

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

Required Readings

1. Stern & Axinn (2018). Chapter 6, *The Depression and the New Deal: 1930-1940 and Documents*
2. Martin, P. & Weaver, D. (2005). Social Security: A program and policy history. *Social Security Bulletin*, 66(1), Retrieved from https://www.law.cornell.edu/socsec/spring01/course/readings/ssb_v66n1p1.pdf
3. Brueggemann, J. (2002). Racial considerations and social policy in the 1930s: Economic change and political opportunities. *Social Science History*, 26(1):139-177.
4. Eichengreen, B. (2015). *How the Wall Street Weasels Won. Elizabeth Warren, Paul Krugman and the 1 percent's desperate battle to save themselves*. Excerpted from Eichengreen, B. (2015) *Hall of Mirrors The Great Depression, The Great Recession and Uses and Misuses of History*. NY: Oxford University Press.
Available at:
http://www.salon.com/2015/01/04/how_the_wall_street_weasels_won_elizabeth_warren_paul_krugman_and_the_1_percents_desperate_battle_to_save_themselves/

Class Video

The Great Depression (available for streaming through RU Library website)

Supplemental Readings

- Interview from Studs Terkel's *Hard Times* at www.studsterkel.org/htimes.php.
- Rose, N.E. (1990). Work relief in the 1930s and the origins of the Social Security Act. *Affilia*, 5(2), 25-45.

Week 9: In-Class 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

Weekly Objectives

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.

Required Readings

1. Stern & Axinn (2018), Chapter 7, War and Prosperity, 1940-1968 (pages 205-2225 only)
2. *The Civil Rights Act of 1964 and Voting Rights Act of 1965*. In G. Osofsky. (1967). *The Burden of Race*, (pp. 570-575). New York: Harper and Row. Also available on the web at: www.usinfo.state.gov/usa/infousa/laws/majorlaw/civilr19.htm and www.azimuth.harcourtcollege.com/history/ayers/chapter29/29.3.votingrights.html
3. Hannah-Jones, N. (2014, May). Segregation Now: Sixty Years after Brown v. Board of Education. *The Atlantic*. Available at <http://www.theatlantic.com/magazine/archive/2014/05/segregation-now/359813/>

Contemporary Implications Article

4. Childress, S. (2014) Michelle Alexander Locked Up in America: Prison Sate. A system of racial and social control. Frontline, PBS. Available at <http://www.pbs.org/wgbh/frontline/article/michelle-alexander-a-system-of-racial-and-social-control/> *Contemporary Implications Article*

Class Video

Eyes on the Prize (available on Youtube.

*Please consider showing one of the 14 episodes found on Youtube. The link to the 1st episode is here <https://www.youtube.com/watch?v=Ts10IVzUDVw&t=367s>

Supplemental Readings

- 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 11: Civil Rights, and Social Policy in the 1960s: Changing Perspectives on Social Issues

Weekly Objectives

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

Required Readings

1. Stern & Axinn (2018), Chapter 7, War and Prosperity, 1940-1968 (pages 225-250 only) and Documents
2. Bailey, M. & Danziger, S (Eds). Legacies of the War on Poverty. New York, NY Russel Sage Foundation..Chapter 1: Introduction n, pp. 1-36. *Contemporary implications article.*
3. Harrington, M. (1962). The invisible land. In *The other America* (pp. 1 – 19). New York: Macmillan.
4. *The Civil Rights Act of 1964 and Voting Rights Act of 1965.* In G. Osofsky. (1967). *The Burden of Race*, (pp. 570-575). New York: Harper and Row. Also available on the web at: usinfo.state.gov/usa/infousa/laws/majorlaw/civilr19.htm and azimuth.harcourtcollege.com/history/ayers/chapter29/29.3.votingrights.html

Supplemental Readings

- Adam, B.D. (1987) Gay liberation and lesbian feminism. In *The rise of a gay and lesbian movement* (pp. 75 – 101). Boston, MA: G. K. Hall.
- Record, L. & Hocker, A. P. (1998). A fire that burns: The legacy of Wounded Knee. *Native Americas*, 15(1), 14-25.

Week 12: The Paradoxical Era and the Reagan Years in the 1970s & 80s

Weekly Objectives

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
4. Articulate differences between Keynesian and supply side economics

Required Readings

1. Stern & Axinn (2018). Chapter 8, Conservative Resurgence and Social Change: 1968-1992 and documents.
2. [Choose one of the two below]
 - 1) O'Connor, J. (1998). U.S. social welfare policy: The Reagan record and legacy. *International Social Policy*. 27(1), 37-61.
 - 2) Stoesz, D. & Karger, H. (1993). Deconstructing welfare: The Reagan Legacy and the Welfare State. *Social Work*, 38(5), 619-27.
3. Moffit, R. (2004). The idea of a negative income tax: Past, present, and future. *Focus*, 23(2), 1-7. Retrieved from <https://www.irp.wisc.edu/publications/focus/pdfs/foc232.pdf>
4. Matthews, D. (2014). A guaranteed income for every American would eliminate poverty – and it wouldn't destroy the economy. Retrieved from <https://www.vox.com/2014/7/23/5925041/guaranteed-income-basic-poverty-gobry-labor-supply> *Contemporary implications article*

Class Video

Milton Friedman – The Negative Income Tax (Available at <https://www.youtube.com/watch?v=xtpgkX588nM>)

Milton Friedman – The Welfare Establishment (Available at <https://www.youtube.com/watch?v=QJEP1BzSeMQ>)

Supplemental Readings

- Stone, C., Trisi, D., Sherman, A., & Taylor, R. (2018). A guide to statistics on historical trends in income inequality. Center on Budget and Policy Priorities. Retrieved from <https://www.cbpp.org/research/poverty-and-inequality/a-guide-to-statistics-on-historical-trends-in-income-inequality> *Contemporary implications article*
- Stiglitz, J. (2011, May). The 1 Present's Problem. *Vanity Fair*. Available at: <http://www.vanityfair.com/politics/2012/05/joseph-stiglitz-the-price-on-inequality> *Contemporary implications article*

Week 13: Social Welfare Policies: The 1990s and 2000s

Weekly Objectives

1. Describe the programs and philosophy of the Clinton administration including neo-liberalism; the 1996 welfare reform
2. Support for working families in Earned Income Tax Credits, Child Tax Credits and Family and Medical Leave Act
3. Immigration control
4. Compare and contrast public and private social welfare

Required Readings

1. Stern & Axinn (2018). Chapter 9, Social welfare and the information society: 1992-2016 and Documents
2. Sheila R. Zedlewski (brief 24, April 2012). Urban Institute. <http://www.urban.org/research/publication/welfare-reform-what-have-we-learned-fifteen-years>
3. Hungerford, T. & Thiess, R. (2013). *The Earned Income Tax Credit and the Child Tax Credit: History, Purpose, Goals and Effectiveness*. Issue Brief no. 370. Economic Policy Institute. Retrieved from <https://www.epi.org/files/2013/The-Earned-Income-Tax-Credit.pdf>
4. Singer, A. (2004). Welfare reform and immigrants: A policy review. Chapter 2 in *Immigrants, Welfare Reform and the Poverty of Policy* (p.21-34). Retrieved from https://www.brookings.edu/wp-content/uploads/2016/06/200405_singer.pdf

Class Video

Ending Welfare As We Know It (available for streaming through RU Library website, please consider showing some parts of this 2-hour documentary)

Supplemental Readings

- Shaefer, H.L. & Edin, K. (2013). Rising Extreme Poverty in the United States and the Response of Federal Means-Tested Transfer Programs, *Social Service Review*, 87 (2), 250-268.
- NPR podcast, “Counting US poverty: Is the new way better?” Available at: <http://www.npr.org/2011/11/14/142304341/counting-u-s-poverty-is-the-new-way-better>

Week 14: Social Welfare Policies: From 2010 to Present

Weekly Objectives

1. Impacts of the changing economy and employment on poverty and inequality,
2. Health care reforms
3. Mass incarceration
4. Immigration control

Required Readings

1. Obama, B. (2016). United States health care reform: progress to date and next steps. *Jama*, 316(5), 525-532.
2. Cox, R. (2015). *Where Do We Go from Here: Mass Incarceration and the Struggles for Civil Rights*. Economic Policy Institute. Retrieved from <https://www.epi.org/files/2014/MassIncarcerationReport.pdf>
3. Stanford Center on Poverty & Inequality (2011). 20 Facts about U.S. Inequality that Everyone Should Know. Retrieved from <https://inequality.stanford.edu/publications/20-facts-about-us-inequality-everyone-should-know>
4. Massey, D. S., & Pren, K. A. (2012). Unintended consequences of US immigration policy: Explaining the post- 1965 surge from Latin America. *Population and Development Review*, 38(1), 1-29. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3407978/pdf/nihms389585.pdf>

Class Video

The Economics of Healthcare: Crash Course Econ #29 (available at <https://www.youtube.com/watch?v=cbBKoyjFLUY>)
Health of the Healthcare System (available at

<https://www.youtube.com/watch?v=kIR7TCPQh0c>

Health Reform Hits Main Street (available at

<https://www.youtube.com/watch?v=vmdblIWOZs>)

The sentencing project: A 30-year march toward justice (available at

https://www.youtube.com/watch?time_continue=74&v=t5d6fxSGWS0)

Supplementary Readings

- Kalleberg, A. L. (2009). Precarious work, insecure workers: Employment relations in transition. *American Sociological Review*, 74(1), 1-22.
- The Sentencing Project: Research and Advocacy for Reform at <http://www.sentencingproject.org/template/index.cfm>
[Students please review the website and select and read one article/report or video or interest]

Week 15: Overview of U.S. Welfare Programs & Bridge to the 2nd Year Contemporary Policy courses

Weekly Objectives

1. Overview of major programs under public assistance and social insurance schemes
2. Overview by benefit types -cash assistance, food/nutrition, housing, health, social services, etc.
3. Overview by targeted demographic groups
4. Links to contemporary policy courses offered in the 2nd year

Required Readings

1. Thompson, L. H. (1994). The advantages and disadvantages of different social welfare strategies. *Social Security Bulletin*. (57), 3.
2. U.S. Government Accountability Office (2015). Federal Low-Income Programs: Multiple Programs Target Diverse Populations and Needs. *GAO-15-516*. [**Please focus on Appendix III on p.97 & Table 8 in the Appendix on p.104-109 for a detailed overview of U.S. Welfare Programs**] Retrieved from <https://www.gao.gov/assets/680/671779.pdf>
3. 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.childyouth.2011.10.007
4. Moffitt, R. A. (2018). A Review of US Federal and State Means-Tested Programs. Michigan Retirement Research Center. WP2018-376. Retrieved from <https://deepblue.lib.umich.edu/bitstream/handle/2027.42/142798/wp376.pdf?sequence=1&isAllowed=y> [2-page summary available at

Supplementary Readings

- U.S. Government Accountability Office (2017). Federal Low-Income Programs: Eligibility and Benefits Differ for Selected Programs Due to Complex and Varied Rules. *GAO-17-558*.

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 **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>.

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>.