

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY**  
**SCHOOL OF SOCIAL WORK**  
**HBSE: Poverty, Inequality, Discrimination & Public Policy**  
**19:910:544**  
**Spring 2019**  
**MASTER**

**Time:**

**Location:**

**Professor:**

**Email:**

**I. Catalog Course Description**

Confronting issues of poverty and inequality is a core value of the social work profession. This course will provide students with a theoretical, empirical, and analytical understanding of poverty and inequality in the United States. Throughout the course comparisons will be made with other developed nations. Prerequisite: 19:910:500 and 19:910:502

This elective meets the Human Behavior Distribution Requirement.

**II. Course Overview**

Confronting issues of poverty and inequality is a core value of the social work profession. This course will provide students with a theoretical, empirical, and analytical understanding of poverty and inequality in the US, and how these fundamental elements of the social environment affect human behavior across the life course. Throughout the course comparisons will be made with other developed nations. The course will address the following four broad areas:

First, we will explore a number of competing theoretical perspectives on the causes of poverty and inequality and examine the roles of ideology and values in the response to poverty and inequality in the US and other wealthy nations.

Second, we will examine the extent and characteristics of poverty and inequality in the US. This will include an understanding of how these concepts are measured, as well as their patterns and dynamics over recent decades. The course will explore how the risk of poverty varies with respect to differences in race, ethnicity, gender, age, family background, and geographical residence. Comparisons will be made with other developed countries.

Third, the course will critically examine the complex interplay of processes and contexts that contribute to and are also consequences of poverty and inequality across the life course. These will include discrimination, segregation, family structure, employment, incarceration, health, exposure to violence, and child development. We will again compare these processes and consequences with those in other wealthy nations.

Finally, the course will review social policies in the US which directly or indirectly impact poverty and inequality and will compare them to those in other developed countries. We will also examine the role of social work in addressing and confronting issues of poverty, inequality and social justice more broadly.

### III. Place of Course in Program

This course serves as a foundation year general elective as well as a Human Behavior in the Social Environment (HBSE) distribution requirement for all MSW students. The pre-requisites for the course are HBSE I and Social Work Practice 1. The course is also open to doctoral students and to graduate students from other schools and departments with the instructor's permission.

### IV. 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](http://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

### V. 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. Understand and critically evaluate the theoretical background and the roles of ideology and values in society's views of and response to poverty and inequality.
2. Understand the different measures of poverty and inequality, and their consequences for the social construction of the problem, policy response, and political debate.
3. Be familiar with the extent, patterns, and trends of poverty and inequality in the US and how they are distributed across demographic groups and geographic areas in the US.
4. Understand how poverty and inequality impact all aspects of individual, family, and community well-being in the US and describe the fundamental role that these social problems play in human behavior across the life course.
5. Understand the role of public policy and its implementation in producing, maintaining and alleviating poverty and inequality in the US and how this compares with other developed countries.
6. Understand and appreciate the role that social workers can play in addressing and confronting issues related to poverty and inequality through clinical practice, policy practice, research, advocacy and all other forms of social work practice.

## **VI. 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.

Upon graduation all students will be able to:

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

## **VII. Course Expectations**

Students are expected to attend class, arrive on time, and be present for the entire session. Students are also expected to complete all assigned readings so that they can fully participate in class discussions.

Students are expected to read *The New York Times* and/or *The Washington Post* regularly to be fully informed of current events that are related to issues of poverty and inequality in the US and globally.

All course materials are on the Canvas website for the course. Students are expected to access readings, lecture slides, and all other material and submit assignments through the website.

Students are expected to read emails and announcements sent by the professor through their Rutgers email account to stay informed of any last minute changes in the course schedule, readings, or assignments.

## **VIII. Course Requirements**

Grades for the course will be based on the following criteria:

**1. Weekly (14 –starting week 2) questions about the readings (35%).**

Each week students will submit two (2) questions (or comments, thoughts, ideas) related to at least one of the required readings (or videos, radio clips, etc.) for that week. These questions will be graded as turned in or not. They are due *by noon the day before the class session*.

**2. One blog post (20%)**

You will select a social problem, related to poverty, inequality, or discrimination, that is of particular interest to you and write a blog post. This post will describe the social problem and advocate for a particular policy position with regards to this social problem. The post should be clear and concise – no more than two single-spaced pages. Full assignment instructions will be available on Canvas. *Notify instructor of your proposed blog topic via Canvas by week 10.*

**3. Ethnography reading response (20%)**

Students will prepare a short summary of their chosen ethnography, tying the work to the concepts covered in readings, lectures, and class discussions. Please see assignment sheet for specific instructions. Students will also discuss their chosen ethnography in class. *Notify instructor of your ethnography choice via Canvas by Week 5.*

**4. Five current events articles (20%)**

Students will find and summarize relevant articles from *The New York Times* or *The Washington Post* for **five (5)** class sessions. Each article will be accompanied by a one to two paragraph summary of the article, explanation of how it is related to our course, and a discussion question for the class. Students should be prepared to briefly present their article to the class and lead a discussion about the article. Articles and explanations should be submitted via Canvas by noon the day before class. Full assignment instructions are available on Canvas. Students can only submit one current event per week.

**5. Attendance and participation (5%)**

Students are expected to attend each class, arrive on time, and stay for the entire session. Students are also expected to be prepared for class by having read the assigned material

and to actively participate and engage in class discussions and activities. Being late or leaving class early will be counted as half an absence.

### **IX. Rutgers MSW Program-Wide Grading Scale**

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

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

### **X. Course Evaluation**

Rutgers University issues 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. The instructor may also choose to conduct a mid-semester evaluation.

### **XI. Required Texts**

There is no required texts for this class except one of the ethnographies below. All other required readings for the course are provided either as PDFs or online links.

You must select **ONE** of the ethnographies listed below, which is required and will not be provided, though they may be available in hard copy or electronically from the Rutgers library or other sources.

Abramson, Corey M. 2015. *The End Game: How Inequality Shapes Our Final Years*. Harvard University Press: Cambridge, MA.

<http://www.hup.harvard.edu/catalog.php?isbn=9780674743953>

**OR**

Brown, Karida (2018). *Gone Home: Race and Roots through Appalachia*. University of North Carolina Press. <https://www.uncpress.org/book/9781469647036/gone-home/>

**OR**

Gonzales, R. (2015). *Lives in Limbo - Undocumented and Coming of Age in America*. University of California Press. <https://www.ucpress.edu/book/9780520287266/lives-in-limbo>

**OR**

Western, Bruce. 2018. *Homeward: Life in the Year after Prison*. Russell Sage Foundation. New York, NY. <https://www.russellsage.org/publications/homeward>

**OR – VAWC Required Choice**

Dail, Paula vW. 2012. *Women and Poverty in the 21<sup>st</sup> Century*. McFarland: Jefferson, NC. [https://books.google.com/books/about/Women\\_and\\_Poverty\\_in\\_21st\\_Century\\_Americ.html?id=CZMG-uWWsr0C](https://books.google.com/books/about/Women_and_Poverty_in_21st_Century_Americ.html?id=CZMG-uWWsr0C)

### **Useful Websites for Further Exploration**

- Growing Apart: A Political History of American Inequality. 2013. Gordon, Colin.  
<http://scalar.usc.edu/works/growing-apart-a-political-history-of-americaninequality/index>
- Inequality.org
- Stanford Center on Poverty & Inequality. <https://inequality.stanford.edu/>
- Equality of Opportunity Project. <http://www.equality-of-opportunity.org/documents/>
- American Academy of Social Work & Social Welfare Grand Challenges Initiative  
<http://aaswsw.org/grand-challenges-initiative/12-challenges/>
- Institute for Research on Poverty, University of Wisconsin-Madison.  
<https://www.irp.wisc.edu/index.htm>
- University of Kentucky Center for Poverty Research. <http://www.ukcpr.org/>
- Center on Poverty & Social Policy. Columbia University.  
<https://www.povertycenter.columbia.edu/>
- Social Welfare History Project. Virginia Commonwealth University.  
<https://socialwelfare.library.vcu.edu/>

## **XII. Detailed Course Outline**

### **Week 1:**

#### **Topic: Course Overview & Views of Poverty & Inequality**

- Course overview
- Why study poverty and inequality?
- What are the differing views about the causes of poverty & inequality in the US?
- What are these differing views based on? Experience? Political ideology? Religion? Research evidence?

#### **Required Readings:**

Iceland, John. 2013. Poverty in America: A Handbook (3<sup>rd</sup> Edition). *Introduction (p. 1-10)*. University of California Press.

Badger, Emily (2018). The Outsize Hold of the Word “Welfare” on the Public Imagination. The New York Times. <https://www.nytimes.com/2018/08/06/upshot/welfare-and-the-public-imagination.html>

Bold Visions: A Blueprint for Ending Poverty. *The Facts Behind the Visions (Just first part p. 1-6)*. Pathways Magazine. Stanford Center on Poverty & Inequality. [http://inequality.stanford.edu/sites/default/files/Pathways\\_Spring2017\\_Facts-Behind-Visions.pdf](http://inequality.stanford.edu/sites/default/files/Pathways_Spring2017_Facts-Behind-Visions.pdf)

AASWSW. Grand Challenges for Social Work. Reversing Extreme Inequality. (*Increases in Inequality: p. 3-8*). <http://aaswsw.org/wp-content/uploads/2016/01/WP16-with-cover-2.pdf>

### **Week 2:**

#### **Topic: Defining & Measuring Poverty**

##### Questions to Consider

- What are different ways to measure poverty and what are the debates around these?
- How does political ideology play a role in these debates?
- What is the official poverty measure in the US and what are the problems with this measure?
- What is the extent of poverty in the US and who is most likely to be affected? What is the role of age, gender, race, ethnicity, geography, place of birth, family structure?

#### **Required Readings:**

Iceland: Chapter 2: Methods of Measuring Poverty (p. 22-38)

How the Census Bureau Measures Poverty. 2017. (1 page infographic) [https://www.census.gov/library/visualizations/2017/demo/poverty\\_measure-how.html](https://www.census.gov/library/visualizations/2017/demo/poverty_measure-how.html)

Video: Measuring poverty (6 mins). Stanford Center on Poverty & Inequality: Video <https://youtu.be/I0SJ-IIIzts>

Iceland, John. 2013. Poverty in America: A Handbook (3<sup>rd</sup> Edition). University of California Press. Chapter 3: Characteristics of the Poor (p. 39-60) - *Read for understanding of trends and*

*important issues – DO NOT focus on specific numbers – see Census tables below for most current numbers*

**Take a look at relevant graphs & tables about poverty:**

US Census Bureau. 2016. Income and Poverty in the US – Poverty Charts & Reports  
<https://www.census.gov/library/publications/2017/demo/p60-259.html>

**Supplementary Readings:**

Fox, L. 2017. The Supplemental Poverty Measure. Current Population Reports. U.S. Census Bureau.  
<https://www.census.gov/content/dam/Census/library/publications/2017/demo/p60-261.pdf>

**Week 3:**

**Topic: Economic Inequality**

**Questions to Consider**

- What is economic inequality and how does it differ from poverty?
- How does wealth inequality differ from income inequality?
- How is inequality measured? What is the extent of inequality in the US?
- How do we compare to other rich countries on economic inequality?

**Required Readings:**

Pew Research. 2015. The Many Ways to Measure Inequality. (3 pages)

<http://www.pewresearch.org/fact-tank/2015/09/22/the-many-ways-to-measure-economic-inequality/>

Russell Sage Foundation. 2016. What we know about economic inequality and social mobility in the US. Issue Brief.

[https://www.russellsage.org/sites/default/files/RSFissuebriefs\\_0.pdf](https://www.russellsage.org/sites/default/files/RSFissuebriefs_0.pdf)

Birdsong, Nicholas. 2014. The Consequences of Economic Inequality. The Seven Pillars Institute. (p. 1-6).

<http://sevenpillarsinstitute.org/case-studies/consequences-economic-inequality>

Pew Research Center. 2017. How wealth inequality has changed in the US since the great recession by race, ethnicity, and income. (5 pages)

<http://www.pewresearch.org/fact-tank/2017/11/01/how-wealth-inequality-has-changed-in-the-u-s-since-the-great-recession-by-race-ethnicity-and-income/>

Crystal, Stephen, Shea, Dennis G. & Adrianna M. Reyes. 2016. Cumulative Advantage, Cumulative Disadvantage, and Evolving Patterns of Late-Life Inequality. The Gerontologist. Online first.

Summary of findings: <https://news.rutgers.edu/late-life-economic-inequality-has-risen-sharply-recent-decades-rutgers-study-finds/20160330#.Wk12hVVKvX4>

Link to original article (*optional*):

<http://gerontologist.oxfordjournals.org/content/early/2016/03/29/geront.gnw056.full.pdf+html>

**Supplementary Readings:**

Ashkenas, Jeremy. 2016. Inequality in the United States.

[http://www.nytimes.com/interactive/2016/12/16/business/economy/nine-new-findings-about-income-inequality-piketty.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=second-column-region&region=top-news&WT.nav=top-news&\\_r=1](http://www.nytimes.com/interactive/2016/12/16/business/economy/nine-new-findings-about-income-inequality-piketty.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=second-column-region&region=top-news&WT.nav=top-news&_r=1)

#### **Week 4:**

##### **Topic: Social Mobility**

##### Questions to consider:

- What is economic mobility and how is it related to inequality?
- What is the difference between absolute and relative mobility?
- How much social mobility is there in the US and how has it changed over time?
- How does the extent of social mobility in the US compare with other rich nations?

##### **Required Readings:**

Radio Clip: Freakonomics Radio: Is the American Dream Really Dead? 2017. (39 mins)

<http://freakonomics.com/podcast/american-dream-really-dead/>

Badger, E., Miller, Claire Cain, Pearce, Adam, & Qualy, Kevin (2018). Extensive Data Shows Punishing Reach of Racism for Black Boys

<https://www.nytimes.com/interactive/2018/03/19/upshot/race-class-white-and-black-men.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=first-column-region&region=top-news&WT.nav=top-news>

Pew Research. 2012. Pursuing the American Dream: Economic Mobility Across Generations. (p. 1-27 w/charts)

[http://www.pewtrusts.org/~media/legacy/uploadedfiles/pcs\\_assets/2012/pursuingamericandream.pdf](http://www.pewtrusts.org/~media/legacy/uploadedfiles/pcs_assets/2012/pursuingamericandream.pdf)

Pew Research. 2011. Does America Promote Mobility As Well As Other Nations? Economic Mobility Project. (p. 1-5 w/charts) <https://www.russellsage.org/sites/all/files/does-america-promote-economic-mobility.pdf>

#### **Week 5:**

##### **Topic: Role of Race & Ethnicity**

##### Questions to consider

- How is race a social construction?
- How can discrimination be defined and measured?
- How can discrimination (in education, employment, housing, credit, and consumer markets) be both a cause and a consequence of poverty and inequality?
- What is the role of social policy in discrimination?

##### *Ethnography Choice Due*

##### **Required Readings:**

Pager, Devah & Hana Shepherd. 2008. "The Sociology of Discrimination: Racial Discrimination in Employment, Housing, Credit, and Consumer Markets." *Annual Review of Sociology* 34:181-209.

**Video:** Saperstein, Aliya. The Social Construction of Race (6 mins). Stanford Center on Poverty & Inequality. <https://youtu.be/jiwieME2tis>

Jan, Tracy. Sept. 18, 2017. How the Media Distorts Black Families. Summary of New Study. *The Washington Post*.

[https://www.washingtonpost.com/outlook/2017/12/29/a374a268-ea6d-11e7-8a6a-80acf0774e64\\_story.html?utm\\_term=.3ae4fc51ce6e](https://www.washingtonpost.com/outlook/2017/12/29/a374a268-ea6d-11e7-8a6a-80acf0774e64_story.html?utm_term=.3ae4fc51ce6e)

Link to full study (*optional*)

<https://colorofchange.org/dangerousdistortion/>

Implicit Discrimination Test: **Register and Take a Racial Implicit Bias Test** (this will take 10-15 minutes). Make note of your results for yourself. You will NOT need to reveal your results in class.

<https://implicit.harvard.edu/implicit/selectatest.html>

### **Supplementary Readings:**

Oliver, Melvin & Thomas M. Shapiro. 2006. *Black Wealth/White Wealth: A New Perspective on Racial Inequality*, 2<sup>nd</sup> edition. New York: Routledge.

Chapter 1: "Race, Wealth, and Inequality." (p. 11-33).

Chapter 2: "A Sociology of Race and Inequality." (p. 35-54).

## **Week 6:**

### **Topic: Role of Gender**

#### Questions to Consider:

- How do we measure & define gender discrimination?
- What is the role of employment, motherhood and care work?
- How is gender related to poverty & inequality?
- How is gender inequality related to sexual harassment, sexual abuse, and other forms of violence against women?
- What is the role of social policies?

### **Required Readings:**

England, Paula. 2005. "Gender Inequality in Labor Markets: The Role of Motherhood and Segregation." *Social Politics* 12: 264-288.

The Gender Pay Gap. The Washington Post. (charts & pictures)

[https://www.washingtonpost.com/graphics/2017/business/women-pay-gap/?utm\\_term=.f58139af08e8](https://www.washingtonpost.com/graphics/2017/business/women-pay-gap/?utm_term=.f58139af08e8)

NY Times. Why Men Don't Want Jobs Mostly Done by Women

[https://www.nytimes.com/2017/01/04/upshot/why-men-dont-want-the-jobs-done-mostly-by-women.html?\\_r=0](https://www.nytimes.com/2017/01/04/upshot/why-men-dont-want-the-jobs-done-mostly-by-women.html?_r=0)

NY Times. Forget about the Stigma: Male Nurses Explain Why Nursing is Job of the Future  
<https://www.nytimes.com/interactive/2018/01/04/upshot/male-nurses.html>

Research Brief. RSF. Great Recession & Intimate Partner Violence  
[https://www.russellsage.org/sites/default/files/pavlenko\\_brief\\_09082016.pdf](https://www.russellsage.org/sites/default/files/pavlenko_brief_09082016.pdf)

Pew Research. 2018. What We Learned about Gender Issues in 2017  
<http://www.pewresearch.org/fact-tank/2017/12/28/10-things-we-learned-about-gender-issues-in-the-u-s-in-2017/>

### **Supplementary Readings:**

Folbre, Nancy and Julie A. Nelson. "For Love or Money – Or Both?" *Journal of Economic Perspectives*, Vol. 14, No. 4 (Autumn, 2000), pp. 123-140

Christopher Uggen & Amy Blackstone. 2004. Sexual Harassment as a Gendered Expression of Power. *American Sociological Review*, 69(1):

### **Week 7:**

#### **Topic: Segregation, Neighborhoods & Housing**

##### Questions to Consider

- What is the relationship between discrimination and segregation?
- What role did housing policies play? And what role do they continue to play?
- What role do neighborhoods play in poverty, inequality, and social mobility?
- How are housing policies related to education and children's life chances?

##### **Required Readings**

Sharkey, Patrick. 2009. Neighborhoods and the Black-White Mobility Gap. Pew Research, Economic Mobility Project (p. 1-25 w/charts).  
[http://www.pewtrusts.org/~media/legacy/uploadedfiles/wwwpewtrustsorg/reports/economic\\_mobility/pewsharkey12pdf.pdf](http://www.pewtrusts.org/~media/legacy/uploadedfiles/wwwpewtrustsorg/reports/economic_mobility/pewsharkey12pdf.pdf)

Sampson, Robert J. 2013. Division Street, USA. Opinionator. *The New York Times*. October 26, 2013. (p. 1-5).  
<https://opinionator.blogs.nytimes.com/2013/10/26/division-street-u-s-a/?login=email>

*The Atlantic* Series on Segregation & Housing Policies. Alana Semuels. 2015. Where Should Poor People Live? June 2, 2015.  
<http://www.theatlantic.com/business/archive/2015/06/where-should-poor-people-live/394556/>

Has America Given up on The Dream of Racial Integration? June 19, 2015.  
<http://www.theatlantic.com/business/archive/2015/06/segregation-2015/396167/>

How Housing Policy is Failing America's Poor. June 24, 2015.  
<http://www.theatlantic.com/business/archive/2015/06/section-8-is-failing/396650/>

NY Times. Matthew Desmond. 2017. How Homeownership Became the Engine of American Inequality.

<https://www.nytimes.com/2017/05/09/magazine/how-homeownership-became-the-engine-of-american-inequality.html? r=0>

## **Week 8:**

### **Topic: Schools & Education**

#### Questions to Consider

- What is the connection between residential segregation and inequalities in educational access and outcomes?
- How do experiences of children in higher and lower-SES families differ and what is the role of these experiences in perpetuating inequalities?
- What is the role of institutions and policies?
- What types of interventions should be considered to improve (and equalize) access to education?

#### **Required Readings:**

Orfield, Gary, Kucsera, John & Siegel-Hawley, Genevieve. 2012. Deepening Double Segregation for More Students. **READ Executive Summary Only, (p. 7-14)**. Civil Rights Project, University of California, Los Angeles.

<http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/mlk-national/e-pluribus...separation-deepening-double-segregation-for-more-students>

The School to Prison Pipeline, Explained. 2015. Justice Policy Institute

<http://www.justicepolicy.org/news/8775>

Bullies in Blue: Origins & Consequences of School Policing. 2017. (Summary of Full Report). American Civil Liberties Union.

<https://www.aclu.org/issues/juvenile-justice/school-prison-pipeline/bullies-blue?redirect=feature/bullies-blue>

**Video:** Hout, Michael. 2009. Rationing College Opportunity. The American Prospect. (6 pages)

<http://prospect.org/article/rationing-college-opportunity>

#### **Supplemental Reading:**

**Radio Clip.** This American Life. The Problem We All Live With (58 mins). School integration.

<https://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with>

## **Week 9:**

### **Topic: Incarceration & the Criminal Justice System**

#### Questions to Consider

- How can incarceration be both a cause and a consequence of poverty and inequality?
- How have policies contributed to incarceration rates in the US?
- How do incarceration/corrections rates in the US compare with other countries?
- Which groups are most at risk of involvement with the corrections system? Why?
- What is disenfranchisement? Who is most affected?
- How can disenfranchisement be both a cause and a consequence of poverty and inequality?

### **Required Readings:**

Coates, Tanehisi. 2015. The Black Family in the Age of Mass Incarceration. *The Atlantic Magazine*. October 2015. (about 40 pages w/photos and charts)

<http://www.theatlantic.com/magazine/archive/2015/10/the-black-family-in-the-age-of-mass-incarceration/403246/>

Wakefield, Sarah & Wildeman, Christopher. 2014. Children of Imprisoned Parents and the Future of Inequality in the United States. Scholars Strategy Network. (2 pages).

[https://www.scholarsstrategynetwork.org/sites/default/files/ssn\\_key\\_findings\\_wakefield\\_and\\_wildeman\\_on\\_children\\_of\\_the\\_prison\\_boom.pdf](https://www.scholarsstrategynetwork.org/sites/default/files/ssn_key_findings_wakefield_and_wildeman_on_children_of_the_prison_boom.pdf)

Silver-Greenberg & Dewan, Shaila. 2018. When Bail Feels Less Like Freedom, More Like Extortion. *The New York Times*. <https://www.nytimes.com/2018/03/31/us/bail-bonds-extortion.html>

MacFarquhar, Larissa. 2016. Building a Prison-to-School Pipeline. *The New Yorker*.

<https://www.newyorker.com/magazine/2016/12/12/the-ex-con-scholars-of-berkeley>

### **Week 10:**

#### **Topic: Employment & Labor Market Conditions**

##### Questions to Consider

- How do our economic system and the labor market contribute to poverty & inequality?
- What has happened to median wages? Median income? Why?
- What changes have occurred in the labor market with regards to income, wages, & benefits and how have these changes contributed to poverty & inequality?
- If everyone had a job would poverty be eradicated? Why or why not?
- What role does immigration play?

### **Required Readings:**

Thirteen Facts about Wage Growth. 2017. The Hamilton Project.

[http://www.hamiltonproject.org/papers/thirteen\\_facts\\_about\\_wage\\_growth](http://www.hamiltonproject.org/papers/thirteen_facts_about_wage_growth)

Autor, David. 2011. The Polarization of Job Opportunities in the U.S. Labor Market: Implications for Employment and Earnings. Center for American Progress. (*Introduction and Summary ONLY p. 1-7*). <http://economics.mit.edu/files/5554>

Mishel, Lawrence. 2013. Declining Value of the Federal Minimum Wage is a Major Factor Driving Inequality. Issue Brief #351. Economic Policy Institute. (p. 1-8)

<http://www.epi.org/files/2013/minimum-wage.pdf>

Flowers, Andrew. 2016. What Would Happen if We Just Gave People Money? *FiveThirtyEight*.

<https://fivethirtyeight.com/features/universal-basic-income/>

Peri, Giovanni. *Immigrant Workers, Native Poverty and Labor Market Competition*. Policy Brief Vol 1, Number 3. Center for Poverty Research, University of California-Davis. (**Policy Brief Only: p. 1-2**).

<http://poverty.ucdavis.edu/policy-brief/immigrant-workers-native-poverty-and-labor-market-competition>

Economic Policy Institute. 2015. Irregular Work Scheduling and Its Consequences. *Executive Summary Only* (p. 1-3).

<http://www.epi.org/publication/irregular-work-scheduling-and-its-consequences/>

## **Week 11:**

### **Topic: Families, Children, Health & Well-being**

#### Questions to Consider

- How are changes to family structure and family composition both a cause and a consequence of poverty & inequality?
- How and why does poverty impact children's health, development, and life chances?
- What is the socioeconomic gradient in health? What do we know about racial disparities in health?
- How do poverty, inequality, and race "get under the skin" to make us sick?

#### **Required Readings:**

Villarosa, Linda. 2018. Why America's Black Mothers and Babies are in a Life-or-Death Crisis. *The New York Times*. <https://www.nytimes.com/2018/04/11/magazine/black-mothers-babies-death-maternal-mortality.html>

Pew Research: As US marriage rate hovers at 50%, the educational gap in marital status widens. 2017.

<http://www.pewresearch.org/fact-tank/2017/09/14/as-u-s-marriage-rate-hovers-at-50-education-gap-in-marital-status-widens/>

Evans, Gary, Brooks-Gunn, Jeanne & Klebanov, Pamela. 2011. Stressing Out the Poor: Chronic Physiological Stress and the Income-Achievement Gap. *Pathways*. Stanford University Center for the Study of Inequality.

[https://web.stanford.edu/group/scspi/\\_media/pdf/pathways/winter\\_2011/PathwaysWinter11\\_Evans.pdf](https://web.stanford.edu/group/scspi/_media/pdf/pathways/winter_2011/PathwaysWinter11_Evans.pdf)

Shonkoff, Jack. 2011. Building a Foundation for Prosperity on the Science of Early Childhood Development. *Pathways*. Stanford University Center for the Study of Inequality.

[https://stanford.edu/group/scspi/\\_media/pdf/pathways/winter\\_2011/PathwaysWinter11\\_Shonkoff.pdf](https://stanford.edu/group/scspi/_media/pdf/pathways/winter_2011/PathwaysWinter11_Shonkoff.pdf)

#### **VAWC – Reading**

Goodman, Lisa A., Smyth, Katya Fels, Borges, Angela M. & Rachel Singer. 2009. When Crises Collide: How Intimate Partner Violence and Poverty Intersect to Shape Women's Mental Health and Coping. *Trauma, Violence & Abuse* 10(4): 306-329.

Gilroy, Heidi, Nava, Angeles, Nava, Maddoux, John, McFarlane, Judith, Symes, Lene, Koci, Anne & Nina Fredland. 2015. Poverty, Partner Abuse, and Women's Mental Health: New Knowledge for Better Practice. *Journal of Social Service Research* 41:145-157.

## **Week 12:**

### **ETHNOGRAPHY SUMMARIES DUE**

### **IN-CLASS PRESENTATIONS**

## **Week 13:**

### **Topic: Social Policy 1: Power & Representation**

#### Questions to Consider

- Who represents you at various levels of government (federal, state, local)?
- Identify how policy change is made
- What are current debates about access to voting and voter fraud? What does research tell us? Who is most affected by recent laws?
- What is felon disenfranchisement? What is gerrymandering? Who is affected?
- How do all these issues related power & representation affect poverty & inequality?

#### **Required Readings:**

A Dream Undone: Inside the 50-year Campaign to Roll Back the Voting Rights Act:

[https://www.nytimes.com/2015/07/29/magazine/voting-rights-act-dream-undone.html?\\_r=0](https://www.nytimes.com/2015/07/29/magazine/voting-rights-act-dream-undone.html?_r=0)

#### Gerrymandering:

Gerrymandering Explained. 2015. Vox.com

<https://www.vox.com/cards/gerrymandering-explained/what-is-gerrymandering>

This is the best explanation of gerrymandering you will ever see. 2015. The Washington Post.

[https://www.washingtonpost.com/news/wonk/wp/2015/03/01/this-is-the-best-explanation-of-gerrymandering-you-will-ever-see/?utm\\_term=.688b3795723b](https://www.washingtonpost.com/news/wonk/wp/2015/03/01/this-is-the-best-explanation-of-gerrymandering-you-will-ever-see/?utm_term=.688b3795723b)

#### Disenfranchisement:

Uggen, Christopher, Larson, Ryan, & Shannon, Sarah. 2016. *The Sentencing Project*. 6 Million Lost Voters: State-level Estimates of Felony Disenfranchisement, 2016.

<https://www.sentencingproject.org/publications/6-million-lost-voters-state-level-estimates-felony-disenfranchisement-2016/>

Staples, Brent. 2014. The Racist Origins of Felon Disenfranchisement. The New York Times.

November 18, 2014. [http://www.nytimes.com/2014/11/19/opinion/the-racist-origins-of-felon-disenfranchisement.html?\\_r=0](http://www.nytimes.com/2014/11/19/opinion/the-racist-origins-of-felon-disenfranchisement.html?_r=0)

For Native Americans, a Historic Moment on the Path to Power at the Ballot Box. 2018. The New York Times

<https://www.nytimes.com/2018/01/04/us/native-american-voting-rights.html?smprod=nytcore-ipad&smid=nytcore-ipad-share>

#### Voter Fraud:

Brennan Center for Justice. NYU Law School

The Myth of Voter Fraud – just quick skim of the evidence here

<https://www.brennancenter.org/issues/voter-fraud>

Resources on Voter Fraud Claims (comprehensive list of studies exploring all aspects of voter fraud claims) **THIS IS NOT REQUIRED READING**

<https://www.brennancenter.org/analysis/resources-voter-fraud-claims>

A Comprehensive Investigation of Voter Impersonation Finds 31 Credible Incidents out of One Billion Cast. Justin Levitt. The Washington Post. (Read just beginning.)

[https://www.washingtonpost.com/news/wonk/wp/2014/08/06/a-comprehensive-investigation-of-voter-impersonation-finds-31-credible-incidents-out-of-one-billion-ballots-cast/?utm\\_term=.cfb498c9157d](https://www.washingtonpost.com/news/wonk/wp/2014/08/06/a-comprehensive-investigation-of-voter-impersonation-finds-31-credible-incidents-out-of-one-billion-ballots-cast/?utm_term=.cfb498c9157d)

### **Week 14:**

#### **Topic: Social Policy 2: Current Policies, the Good and the Bad**

##### Questions to consider

- What are the largest and most important anti-poverty programs?
- What do we mean when we talk about hidden government expenditures?
- What do we mean by progressive and regressive taxes? What are examples of each? Who bears the burden of these taxes?
- What role do all these policy instruments play in redistributing wealth?
- Who benefits most from the government? Who benefits the least?

##### **Required Readings:**

*The Good – Safety Net Programs*

Iceland, Chapter 7: Poverty & Policy (**Current Social Welfare Programs: Only p. 10-26**)

Center for Budget & Policy Priorities: What works to reduce poverty? (**look at headlines on front page – then click on NJ (and another state to compare) for state-level analyses**)

<https://www.cbpp.org/what-works-to-reduce-poverty>

Center for Budget and Policy Priorities. 2017. The Earned Income Tax Credit and Child Tax Credit Chartbook. <https://www.cbpp.org/research/federal-tax/chart-book-the-earned-income-tax-credit-and-child-tax-credit>

*The Bad – Tax Policy*

Pew Research. Closer Look at Who Does and Does Not Pay US Income Taxes

<http://www.pewresearch.org/fact-tank/2017/10/06/a-closer-look-at-who-does-and-doesnt-pay-u-s-income-tax/>

Center for Budget and Policy Priorities. 2015. Policy Basics. Tax Expenditures.

<http://www.cbpp.org/research/federal-tax/policy-basics-federal-tax-expenditures>

Center for Budget and Policy Priorities. 2015. Policy Basics: Average and Marginal Tax rates:

<http://www.cbpp.org/research/policy-basics-marginal-and-average-tax-rates>

Newman, Katherine. 2013. In the South and West, a Tax on Being Poor. The New York Times.

<https://opinionator.blogs.nytimes.com/2013/03/09/in-the-south-and-west-a-tax-on-being-poor/>

## **Week 15:**

### **Topic: Social Policy 3: Innovative and Bold Policies to Reduce Poverty & Inequality**

#### Questions to consider

- What are some of the most promising social policies that have been proposed that could reduce poverty and inequality?
- How are these policies particularly helpful at reducing poverty and inequality?
- What are the arguments for and against these policies?

#### **Required Readings:**

Grand Challenges for Social Work. Reversing Extreme Inequality. 2017 (*Responding to Extreme Inequality: p. 8-15*). American Academy of Social Work & Social Welfare.

<http://aaswsw.org/wp-content/uploads/2016/01/WP16-with-cover-2.pdf>

Anti-Poverty Policy Innovations for the US (*p. 6-25*). 2017. Institute for Research on Poverty. University of Wisconsin-Madison. <https://www.irp.wisc.edu/publications/focus/pdfs/foc333.pdf>

Bold Visions for Ending Poverty. 2017. Pathways Magazine. Stanford Center on Poverty & Inequality. (*These are all short w/lots of graphs & pictures*)

- Chapter 1: A New Anti-Poverty Policy Litmus Test (p. 1-5). Edin, Kathryn, Shaefer, Luke & Tach, Laura.  
[http://inequality.stanford.edu/sites/default/files/Pathways\\_Spring2017\\_Litmus-Test.pdf](http://inequality.stanford.edu/sites/default/files/Pathways_Spring2017_Litmus-Test.pdf)
- Chapter 2: Cash Matters and Place Matters (p. 1-7). Smeeding, Timothy.  
[http://inequality.stanford.edu/sites/default/files/Pathways\\_Spring2017\\_Cash-Place.pdf](http://inequality.stanford.edu/sites/default/files/Pathways_Spring2017_Cash-Place.pdf)
- Chapter 3: A New Safety Net for 21<sup>st</sup> Century Families. (p. 1-6). Berger, Lawrence.  
[http://inequality.stanford.edu/sites/default/files/Pathways\\_Spring2017\\_Family-Safety-Net.pdf](http://inequality.stanford.edu/sites/default/files/Pathways_Spring2017_Family-Safety-Net.pdf)
- Chapter 4: It's Time to Complete the Work-Based Safety Net. (p. 1-5). Shaefer & Edin.  
[http://inequality.stanford.edu/sites/default/files/Pathways\\_Spring2017\\_Work-Safety-Net.pdf](http://inequality.stanford.edu/sites/default/files/Pathways_Spring2017_Work-Safety-Net.pdf)

[http://inequality.stanford.edu/sites/default/files/Pathways\\_Spring2017\\_Work-Safety-Net.pdf](http://inequality.stanford.edu/sites/default/files/Pathways_Spring2017_Work-Safety-Net.pdf)

#### **VAWC - Reading**

Hahn, Sur Ah & Judy Postmus. 2014. Economic Empowerment of Impoverished IPV Survivors: A Review of the Best Practice Literature and Implications for Policy. *Trauma, Violence & Abuse* 15(2):79-93.

### **XIII. Academic Resources**

**Library Research Assistance:** **Dr. Karen Hartmann** is the social work the social work librarian on the New Brunswick Campus [karen.hartman@rutgers.edu](mailto:karen.hartman@rutgers.edu) p. 848-932-6104 ; **Natalie Borisovets** is at Newark, Dana Library [natalieb@rutgers.edu](mailto:natalieb@rutgers.edu) 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: [Katie.anderson@rutgers.edu](mailto:Katie.anderson@rutgers.edu) 856-225-2830. 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 (NB, Camden, Newark, IW, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available. <http://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>

### **XIV. Other Resources**

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

**Active Shooter Resources:** Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-<http://rupd.rutgers.edu/shooter.php>.

### **XV. Academic Integrity**

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

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be

construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6<sup>th</sup> 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](mailto: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>.

## **XVI. Disability Accommodation**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:  
<https://ods.rutgers.edu/students/registration-form>.