

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

**Social Welfare Policy and Services I  
19:910:504  
Fall 2021**

**Instructor:**

**Office hours:**

**Telephone:**

**Email:**

**I. 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 the analysis of social welfare policies.

**II. 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 the provision is used with an analytic, evaluative framework.

**III. Place of Course in Program**

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

**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 competencies 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**

<sup>[L]</sup><sub>[SEP]</sub> 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. Social workers: (1) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and (2) engage in practices that advance social, economic, and environmental justice.

**Competency 5: Engage in Policy Practice** <sup>[L]</sup><sub>[SEP]</sub>

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. Social workers: (1) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; (2) assess how social welfare and economic policies impact the delivery of and access to social services; and (3) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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 of the social work competencies/program level learning goals. This means that one of the course assignments, the final paper, has been designed to assess your attainment of these competencies.

**V. Course Learning Objectives**

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.

## **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.

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

## **VII. Required Texts and Readings**

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

<https://www.pearson.com/us/higher-education/program/Stern-Social-Welfare-A-History-of-the-American-Response-to-Need-with-Enhanced-Pearson-e-Text-Access-Card-Package-9th-Edition/PGM332677.html?tab=order>

The textbook can be purchased at the Rutgers University Bookstore, at [www.efollet.com](http://www.efollet.com), or at

[www.amazon.com](http://www.amazon.com). It is on reserve at Alexander Library, Graduate Reserve.

Other required readings (separate from textbook) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).

For further instructions [please click here for a video tutorial](#)

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

### **VIII. Course Attendance and Participation Policies**

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. More than three absences may result in the failure of the class. Students are expected to arrive to class on time and stay for the entire duration of class. More than 3 late arrivals or early departures will result in grade deductions... In addition, students are expected to take leadership roles in class discussions and exercises.

Faculty: Please ensure that there is clear and specific language re: attendance policies and lateness/early departure on the master syllabus.

Instructors, please add your cell phone/laptop policies here.

### **Diversity Statement**

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

### **IX. Course Requirements: Exams, Assignments, and Grading**

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	Political and economic contexts of U.S. 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 the institution (1800-1860)	<b>Mini-Analysis 1: Head Start policy</b>	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 (1930-1948)	None	
9	Mid-term exam	<b>In-class Mid-Term Exam<sup>1</sup></b>	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	<b>Mini-Analysis 2: Overview of U.S. Welfare State</b>	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 <sup>nd</sup> year)	<b>Take-Home Final Exam<sup>2</sup></b>	25
		Total	100

*Note 1 & 2:*

*Detailed instructions for the **in-class mid-term exam** and **take-home final exam** will be discussed in class by 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 at the end of this syllabus for a more detailed instructions and grading guidelines.*

## **X. Academic Resources**

### **Library Research Assistance**

**Meredith Parker** is the social work librarian on the New Brunswick Campus [meredith.parker@rutgers.edu](mailto:meredith.parker@rutgers.edu) p. 848-932-6124; **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.

#### **All MSW Students**

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 is available. <https://rlc.rutgers.edu/student-services/academic-coaching/schedule-appointment>

#### **Newark Students Only**

The Newark writing center is available for MSW students on the Newark campus by appointment. Online tutoring may be available. <http://www.ncas.rutgers.edu/writingcenter>

### **Additional Online Resources**

#### ***APA Style***

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7<sup>th</sup> edition (2020). It can be purchased at [APA Manual 7th Edition](#). The Purdue OWL website also provide assistance with APA style <https://owl.english.purdue.edu/owl/resource/560/01/>

#### ***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. COVID -19 community safety practices**

Per University community safety regulations, "face coverings must be worn:

- indoors in shared spaces (e.g., meeting rooms, conference rooms, conference rooms, breakrooms, copy rooms, etc.)
- indoors in classrooms, seminar rooms, lecture halls, etc.
- indoors in private spaces with more than one occupant (shared offices)
- indoors in public spaces (e.g., hallways, restrooms, stairs, elevators, etc.)"

For additional information about community COVID-19 safety practices, please see <https://coronavirus.rutgers.edu/health-and-safety/community-safety-practices/>

## **XIII. Academic Integrity**

As per Rutgers University Academic Integrity Policy, "Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities." All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its' entirety.

As per Rutgers University Academic Integrity Policy, "The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student's interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing."

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

**"Plagiarism:** Plagiarism is the use of another person's words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing 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, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution."

**“Cheating:** Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Laura Curran at [lacurran@ssw.rutgers.edu](mailto:lacurran@ssw.rutgers.edu)). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of 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, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

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/assignment.***

#### **XIV. 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>.

## **XV. 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, 848.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

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## **XVI. 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. Retrieved 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. Retrieved 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 Problems and 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* (6<sup>th</sup> 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://leweb2.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](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 19<sup>th</sup> 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 19<sup>th</sup> century social reform movements such as child saving and analyze contemporary political and social welfare debates in light of these historical dynamics
3. Discuss examples of ‘racist’ policies and their legacies and contemporary implications for socioeconomic inequality and injustice

### **Required Readings**

1. Stern & Axinn (2018). Chapter 4, *The Civil War and After: 1860-1900 and Documents*.
2. Hofstadter, R. (1955). *The Coming of Darwinism*. In *Social Darwinism in American thought* (pp. 13– 30). Boston: Beacon Press.
3. 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***
4. Watch Ibram Kendi (Author of “How to Be an Antiracists”) hosted by Aspen Ideas available at [https://www.aspenideas.org/sessions/how-to-be-an-antiracist?utm\\_source=google&utm\\_medium=adgrant&utm\\_campaign=Speakers&utm\\_keyword=ibram%20kendi&gclid=EAIaIQobChMI44m4tqCv6gIVjZyzCh0HYw6aEAAyAiAAEgIj\\_D\\_BwE](https://www.aspenideas.org/sessions/how-to-be-an-antiracist?utm_source=google&utm_medium=adgrant&utm_campaign=Speakers&utm_keyword=ibram%20kendi&gclid=EAIaIQobChMI44m4tqCv6gIVjZyzCh0HYw6aEAAyAiAAEgIj_D_BwE)

### **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. (Available at the library)
- 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](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/](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](http://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. Shah, P., & Smith, R. S. (2021). Legacies of Segregation and Disenfranchisement: The Road from Plessy to Frank and Voter ID Laws in the United States. *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 7(1), 134-146.
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. Curran, L. (2003). The culture of race, class, and poverty: The emergence of a cultural discourse in early cold war social work (1946-1963). *Journal of Sociology & Social Welfare*, 30(3), 15-38.

### Class Video

Eyes on the Prize (available on Youtube).

\*Please consider showing one of the 14 episodes found on Youtube. The link to the 1<sup>st</sup> 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.
- Voting Rights Act of 1965 (P.L. 89-110), <https://www.govinfo.gov/content/pkg/STATUTE-79/pdf/STATUTE-79-Pg437.pdf>
- Civil Rights Act of 1964 (P.L. 88-352) <https://www.govinfo.gov/content/pkg/STATUTE-78/pdf/STATUTE-78-Pg241.pdf>

## 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](https://usinfo.state.gov/usa/infousa/laws/majorlaw/civilr19.htm) and [azimuth.harcourtcollege.com/history/ayers/chapter29/29.3.votingrights.html](https://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]
  - O'Connor, J. (1998). U.S. social welfare policy: The Reagan record and legacy. *International Social Policy*, 27(1), 37-61.
  - 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 *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](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. Thompson, H. A. (2019). The racial history of criminal justice in America. *Du Bois Review: Social Science Research on Race*, 16(1), 221-241.  
<https://squareonejustice.org/wp-content/uploads/2019/10/roundtable-oct2018-Racial-History-of-Criminal-Justice-in-America-by-Heather-Ann-Thompson.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 U.S. 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**

Podcast: The Affordable Care Act Turns 10 (45 min)  
[khn.org/news/khn-podcast-what-the-health-the-affordable-care-act-turns-10/](http://khn.org/news/khn-podcast-what-the-health-the-affordable-care-act-turns-10/)

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=k1R7TCPQh0c>)

Health Reform Hits Main Street (available at <https://www.youtube.com/watch?v=vmdbllWOOzs>)

The sentencing project: A 30-year march toward justice (available at [https://www.youtube.com/watch?time\\_continue=74&v=t5d6fxSGWS0](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.
- 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>
- 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 2<sup>nd</sup> 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 2<sup>nd</sup> 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 <https://mrdrc.isr.umich.edu/publications/briefs/pdf/rb376.pdf>]

**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*.

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**XVI. Course Assignments**

1. [Five \(5\) Policy Journals](#)

20% of final grade; Due on 2<sup>nd</sup>, 3<sup>rd</sup>, 6<sup>th</sup>, 10<sup>th</sup>, & 11<sup>th</sup> 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 5<sup>th</sup> 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 Varies 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**

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

**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%)