

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

COURSE SYLLABUS

**Advanced Contemporary Policy: Economic Justice for Families and Communities
19:910:585: [Section]
Fall 2021**

MASTER

Instructor:

E-mail:

Office:

Office Hours:

I. CATALOG COURSE DESCRIPTION

This advanced-year graduate course will examine social welfare issues and policies with the goal of preparing students to engage in policy practice focused on promoting economic and social justice for individuals, families, and communities. This course examines the values and socio-political forces that contribute to the definition of the social problems, the populations affected, the evaluation of the impacts and unintended consequences of the current policies and programs, and proposals for policy reform.

II. COURSE OVERVIEW

The purpose of this course is to engage students in policy practice in the substantive area of policies related to promoting economic and social justice for individuals, families, and communities. The course will focus on helping students to understand the role of values, ideology, preferences, and assumptions in the policy making process; to consider how political and economic structures, special interest groups, and other contextual factors affect policy development, policy implementation, and program delivery; and to analyze policies, programs or conditions that need changes as well as the opportunities for such change. Attention is given to problem definition, characteristics of populations at risk, and ways that policy issues are shaped through legislation and political processes.

Students will learn how to follow a line of inquiry, which will help them to answer fundamental questions about any proposed policy or program change:

1. What are the underlying values and socio-political forces that have shaped this policy?
2. Who is it supposed to help and how?
3. Will it do what it is supposed to do?
4. Do we want it? (Implications of costs and benefits?)

5. Is it feasible? How could we get it?
6. How does it promote or inhibit social and economic justice?

III. PLACE OF COURSE IN PROGRAM

This course has a pre-requisite 19:910:504 (SWPS I) and the rest of the Foundation year courses. This course is one of the Advanced Contemporary Policy (ACP) courses, any one of which is required for Advanced Year students.

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

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 core competencies in both the *Management and Policy (MAP)* and *Clinical Social Work (CSW)* specializations.

Competency 3: Advance Human Rights and Social, Economic and Environmental Justice

Management and Policy (MAP)

Social work practitioners engaged in management and policy are committed to assuring that the work of the organization or community in which they practice, and the policies for which they advocate and implement, respect and advance the rights of all those served, all those employed therein, and all those impacted by that work. They are aware of major laws and court decisions that affect such rights in their work. They are knowledgeable about social inequalities, human rights violations, and other forms of oppression in the communities they serve and their root causes.

Accordingly they are able to develop and implement policies and training to assure such rights are fully accepted and integrated into the organization and its culture. They have the skills to understand how policies oppress the rights of others and recognize how these policies may not advance social, economic, or environmental justice; and how such policies may be amended to

protect and further human rights and social, economic and environmental justice. Social workers engaged in management and policy practice reflect on their reactions to these injustices and discuss them with their colleagues and others in a professional manner.

Clinical Social Work (CSW)

Clinical social workers are fully grounded in the ethics of the profession, recognizing the dignity and worth of all individuals and the need to advocate for social, economic and environmental justice. Clinical social workers recognize the need to assess clients' physical environment for the availability of safe shelter, food, water, and air. Clinical social workers are adept at recognizing where social and structural forces marginalize people and thus work to advocate for policies that promote justice, advance human rights, and promote environments in which all individuals can thrive.

Assessment of Competency 3 will be based on the Advocacy Assignment using the Knowledge dimension

Competency 5: Engage in Policy Practice

Management and Policy (MAP)

Social work practitioners engaged in management and policy fully understand the process through which social welfare policy is developed, the underlying values and ideologies that guide policy choices, and the impacts that social welfare policies may have on individuals, families, organizations, and communities. They recognize their roles and responsibilities in participating in policy development, implementation, and analysis. They engage in policy practice at the mezzo and macro level to promote equality, social justice, and human rights. They recognize how policies may enhance or limit disproportionality in life outcomes or status such as morbidity, mortality, poverty, incarceration and others. Social workers engaged in management and policy practice consistently reflect on the unintended consequences of policies and can develop strategies to address these consequences.

Clinical Social Work (CSW)

Clinical social workers recognize how policies and laws can constrain or enhance individuals' life opportunities. Clinical social workers understand that policies and laws can create movement toward equal distribution of social and economic resources or can work against such equity. Clinical assessments include attention to the constraining or privileging aspects of local, state, federal and international policies and laws, and these assessments consider how each may impact their clients' well-being. Clinical social workers recognize how their work with individuals, families and communities must inform policymakers and legislators. Practitioners of clinical social work monitor policies and laws for their unintended consequences and for their equitability. Clinical social workers understand their role in implementing social policy and recognize their professional responsibility in advocating for policy reform.

Assessment of Competency 5 will be based on the Advocacy Assignment using the Knowledge dimension.

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 to be part of the School of Social Work overall assessment program of the social work competencies/program level learning goals. This means that one of the course assignments, the Advocacy assignment, has been designed to assess your attainment of these competencies.

V. COURSE LEARNING GOALS

The core competencies and practice behaviors listed above will be achieved within the following course learning goals.

1. To understand how political values, ideologies, and power influence the formulation of social welfare policies.
2. To understand the processes of social policy development including how practitioners and citizens can participate in the policy making process; how the political, social, economic, and organizational factors influence policy formulation and implementation; and the relationship between state and federal policy.
3. To be familiar with the major domains of social welfare policies in the U.S. that influence the economic well-being of individuals, families, and communities, and the characteristics and scope of the primary policies within each domain
4. To critically apply conceptual frameworks and empirical research in the examination of social policies, services, and state and federal funding mechanisms for myriad underserved populations.
5. To understand the potential effects of social policy on individual, family, and community well-being, particularly how policies affect marginalized, oppressed, and otherwise disadvantaged populations.
6. To examine the role of policy practice and the reciprocal relationship between social policy and social work practice. This will include developing an understanding of how to apply social work values, ethics, skills and interventions to advocate for social and economic justice.

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 strengthens individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

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

1. Demonstrate Ethical and Professional Behavior;

2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VII. REQUIRED READINGS

There are no required textbooks to purchase for this course.

- All required readings are posted on the Canvas course site. For some readings please click on the web link in the syllabus (or on the Canvas site) because they include interactive features that may not be captured in a PDF.
- Students are expected to read a major newspaper on a regular basis (e.g., *The New York Times*; *Washington Post*) so that they are current with relevant federal and state issues that may be related to the course.
 - Accessing the NY Times (for free) – **MAKE SURE TO DO THIS:**
Rutgers University Libraries has begun an institutional subscription to The New York Times, which provides full access to NYTimes.com and The New York Times app. Unlike other Rutgers databases, all users must create personal accounts in order to access this resource. After clicking the Connect button in the site <https://www.libraries.rutgers.edu/indexes/nyt-digital>, and arriving at The New York Times website, select “Create Account” to create a NYTimes.com personal account. After creating your account, you may use it to log into NYTimes.com and The New York Times app from any location on any device.

VIII. COURSE LOGISTICS

Course format, attendance, and participation

This class will begin at its designated time on the schedule and run for 2 hours and 40 minutes. Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate in and contribute to class discussion. Students are also expected to be on time and stay for the entire class.

Receiving course messages through e-mail and e-mail etiquette

Students are expected to regularly check their RU e-mail account for course messages. The instructor will regularly communicate with students by e-mail and students are responsible for making sure they are receiving these communications.

Accessing readings and all other course materials

All readings, assignment instructions, the syllabus, and other materials for this course are posted on the **Canvas learning platform**. In addition, e-mails and announcements from the instructor will be sent through Canvas to the student’s RU e-mail account. Students must have a Netid and Password to access these sites and are responsible for making sure they have access before the semester begins.

Teaching methods

A variety of teaching methods are utilized including lectures, discussions, class exercises and assignments, videos, audio clips, and readings. The course outline contains a list of the required and suggested readings for each course topic. Students are expected to have read the **required readings** prior to class and to be prepared to discuss them and participate in class discussions. Suggested readings are listed as resources for students to pursue as considered necessary; thus they are not required.

Respect for others in the classroom

Social work courses often cover material and topics that can be provocative and polarizing, with room for multiple and diverse perspectives. We all must treat each other with respect when opinions are shared. Language should be used that recognizes diversity and is respectful of others. It is also imperative, as we struggle with complex political, personal, and social issues, that we not silence others by assuming that there are "politically correct" lines of thought that cannot be challenged. Nonetheless, as social workers, our opinions and conversations should always be in line with the code of ethics of the Social Work Profession.

<https://socialwork.utexas.edu/dl/files/academic-programs/other/nasw-code-of-ethics.pdf>

IX. DIVERSITY STATEMENT

The School of Social Work supports an inclusive learning environment where diversity and individual differences and identities (including race, gender, class, sexuality, religion, ability, age, 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. Students who experience any concern around these issues should speak privately with the professor immediately.

X. COURSE ASSIGNMENTS AND GRADING

All assignments are to be completed by scheduled due dates. Assignments should be turned in through Canvas. **Late assignments will be penalized, at the professor's discretion, and may not be accepted.** If a due date conflicts with a religious observance, please consult with the professor well before the assignment's due date. All written assignments must be typed and adhere to the required structure. **Some assignments may be checked for originality through the Turnitin plagiarism detection software program.**

Four tasks contribute to the grade:

Assignment	Description	Relative weight
Weekly activities	Students will actively participate and engage in weekly in-class activities, which will be described by the instructor in each class session.	30%

	Weekly activities will be graded on a 2-point scale, based on the following rubric: <ul style="list-style-type: none"> ▪ 0: Student did not participate or was absent ▪ 1: Student participated but did not fully engage in activity or activity was not complete. ▪ 2: Student was fully engaged in and completed the activity. 	
Mid-term exam	One exam will be administered on Canvas in week 8 and will include topics from week 1 to week 7. This exam will be graded on a 100-point scale.	30%
Policy Advocacy Assignment	Students will write a (1.5-page single-spaced maximum) letter to a federal, state, or local legislator advocating for a specific policy or policy reform. Students will submit through Canvas the topic for their chosen policy by week 12. This assignment will be due the last week of the semester. Please see detailed instructions and grading rubric in the Canvas site of this course.	30%
Attendance	Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate in and contribute to class discussion. Students are also expected to be on time and stay for the entire class.	10%

Grade cut-offs for all courses offered by the Rutgers Graduate School of social Work (MSW) are as follows (scores of 0.5 and above will be rounded up):

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

XI. COURSE EVALUATION

Rutgers University issues an on-line 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. An additional mid semester evaluation may be distributed as well.

XII. XI. ACADEMIC RESOURCES

Library research assistance

The Rutgers University library system (<http://www.libraries.rutgers.edu/>) contains a very

impressive collection of resources and materials, many of which can be accessed on-line. See the following resource guide developed specifically for social work policy courses:

<http://libguides.rutgers.edu/socialworkpolicy>

Librarians are available on each campus to meet with students:

- **Meredith Parker** is the social work the social work librarian at the New Brunswick Alexander Library: meredith.parker@rutgers.edu; 848-932-6104
- **Natalie Borisovets** is at the Newark Dana Library: natalieb@rutgers.edu; 973-353-5909;
- **Katie Anderson** is at the Camden Robeson Library: Katie.anderson@rutgers.edu; 856-225-2830.

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 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.

<https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching>

- **Newark campus**

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

Additional online resources

APA Style

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7th 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/>

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). 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 hours per day, 7 days per week.

XVI. 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/>

XVII. SEMESTER AT A GLANCE - COURSE OVERVIEW

Week	Date	Topic
UNIT 1: SOCIAL, POLITICAL, AND ECONOMIC FORCES CONTRIBUTING TO ECONOMIC INJUSTICE IN THE U.S.		
1		Introduction to course
2		Mass incarceration, bail system, and barriers to reentry
3		Democracy and representation: Voter suppression, gerrymandering, disenfranchisement
4		Demographic trends and social indicators: where have we been, where are we going, and how are we doing?
5		The economics of social welfare policies: Where the money comes from, where it goes, and what does our political system have to do with it?
6		Contemporary economic problems: Rising income and wealth inequality
7		Poverty and economic insecurity
UNIT II: POLICIES THAT HAVE THE POTENTIAL TO PROMOTE ECONOMIC JUSTICE		
8		Housing and neighborhood programs Midterm Exam Due [Add Date]
9		Healthcare policies: Work-based insurance, ACA, Medicaid, SCHIP, Medicare for All
10		Nutrition programs: School lunch, breakfast, SNAP, WIC
11		Employment policies: minimum & living wages, collective bargaining, workforce training, parental leave
12		Child-focused policies: Child care (universal ECE, pre-K, Head Start, subsidies) and public education Topic for Policy Advocacy Letter Due [Add Date]
13		Income support programs: Universal: Social Security, UI, Disability, tax credits, UBI proposals
14		Income support programs: Means-tested and targeted: TANF, EITC, SSI, GA, child support enforcement
15		Credit and financial consumer protection Policy Advocacy Letter Due [Add Date]

XVIII. DETAILED COURSE OUTLINE

**UNIT 1: SOCIAL, POLITICAL, AND ECONOMIC FORCES CONTRIBUTING TO
ECONOMIC INJUSTICE IN THE U.S.**

Week 1: [Add date]

Topic: Introduction to course

Objectives

- Review the mission and ethical underpinnings of the Social Work profession
- Discuss the importance of social workers being involved in policy practice, including policy formulation, policy evaluation, and policy advocacy,
- Define the terms: economic justice, social justice, racial justice
- Discuss how values, ideologies, and biases are reflected in the definition of social problems and in the social policy solutions that are considered
- Identify the goals and functions of the social welfare state and how they may be in conflict

Required Readings

- Social Work Code of Ethics, **Preamble** (p.2):
<https://socialwork.utexas.edu/dl/files/academic-programs/other/nasw-code-of-ethics.pdf>
- Simmons, Louise. 2017. Economic Justice. (p. 1-28). *Encyclopedia of Social Work*.
<https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-1266?print=pdf>
- Heather McGhee Tedtalk: Racism has a cost for everyone (14 minutes).
Discussing her new book: *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together*. 2021. One World.
https://www.ted.com/talks/heather_c_mcghee_racism_has_a_cost_for_everyone?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

Suggested Readings

- Interview w/Heather McGhee, extended discussion of the book, Feb. 17, 2021. NPR. Fresh Air (35 minutes)
<https://www.npr.org/2021/02/17/968638759/sum-of-us-examines-the-hidden-cost-of-racism-for-everyone>
- Blau & Abramovitz. 2014. The Dynamics of Social Welfare Policy. **Excerpt from Ch. 2. Functions of the Welfare State, (p. 34-40).**

Organizations and Resources

- Rutgers SSW Anti-Racist Resource List:
<https://socialwork.rutgers.edu/about/resources/social-justice-resources>
- Equity Justice Institute: <https://eji.org/racial-justice/>
- ACLU: <https://www.aclu.org/issues/racial-justice>

- Center for Social Inclusion: <https://www.centerforsocialinclusion.org/our-work/what-is-racial-equity/>

Weekly In-Class Activity

- Watch **first half** of documentary film “13th” by Ava DuVernay <https://youtu.be/krfcq5pF8u8>

Week 2: [Add date]

Topic: Mass incarceration, bail system, and barriers to reentry

Objectives

- Explain how the definition of the social problem of crime is related to race, poverty, and the history of the U.S.*
- Discuss how the definition of this problem and this history contributed to the development of the criminal justice system and mass incarceration in the U.S.*
- Identify the extent and causes of racial disparities in the criminal justice system in the U.S.*
- Identify the consequences of this system for individuals, families, communities, and our democratic institutions*
- Discuss potential reforms to address the injustices of our current system*

Required Readings

- Hinton, Elizabeth. *From the War on Poverty to the War on Crime: The Making of Mass Incarceration in America. Introduction: Origins of Mass Incarceration: (p. 1 - 26)*
- Prison Policy Initiative. 2020. Mass Incarceration: The Whole Pie 2020. (p. 1- 26, MOSTLY Graphs, very little text). <https://www.prisonpolicy.org/reports/pie2020.html>
- The Appeal. 2018. Bail reform explained. (p. 1 – 9). <https://theappeal.org/bail-reform-explained-4abb73dd2e8a/>
- A Record 152 Laws Reducing Reentry Barriers Passed in 2019. NJ Leads the Pack. 2020. *The Crime Report*. <https://thecrimereport.org/2020/02/18/states-passed-a-record-number-of-laws-on-criminal-record-reform-in-2019/>

Suggested Readings

- Miller, Reuben J. 2021. *Halfway Home: Race, Punishment, and the Afterlife of Incarceration* (fantastic New Book). He is a professor of Social Work at the U of Chicago. Hear him read excerpts from and discuss his book on PBS, Amanpour & Co. (18 minutes): <https://www.pbs.org/wnet/amanpour-and-company/video/reuben-miller-on-the-afterlife-of-mass-incarceration/>
- Pathways to Reintegration: Criminal Record Reforms in 2019. 2020. Collateral Consequences Resource Center, http://ccresourcecenter.org/wp-content/uploads/2020/02/Pathways-to-Reintegration_Criminal-Record-Reforms-in-2019.pdf

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- Coates, TaNehisi. 2015. The Black Family in the Age of Mass Incarceration. *The Atlantic*. <https://www.theatlantic.com/magazine/archive/2015/10/the-black-family-in-the-age-of-mass-incarceration/403246/>
- Alexander, Michelle. 2010 (10th anniversary updated preface, 2020). *The New Jim Crow: Mass Incarceration in the age of Colorblindness*.
 - Interview w/Michelle Alexander on the 10th anniversary of the publishing by David Remnick of the New Yorker – 14 minutes
<https://www.newyorker.com/podcast/political-scene/ten-years-after-the-new-jim-crow-michelle-alexander>
- IRP Focus 2019. Mass Incarceration and prison proliferation in the United States. Vol 35(3). Institute for Research on Poverty.
<https://www.irp.wisc.edu/wp/wp-content/uploads/2019/11/Focus-35-3.pdf>
- The Sentencing Project. (2015). Black Lives Matter: Eliminating Racial Inequality in the Criminal Justice System. **Sections II, III & IV only (p. 10-26)**.
<https://www.sentencingproject.org/publications/black-lives-matter-eliminating-racial-inequity-in-the-criminal-justice-system/>
- Vallas, R. & Dietrich, S. 2014. One Strike and You're Out: How We Can Eliminate Barriers to Economic Security and Mobility for People with Criminal Records. Center for American Progress (**Recommendations section only, p. 34-48**).
<https://cdn.americanprogress.org/wp-content/uploads/2014/12/VallasCriminalRecordsReport.pdf>

Organizations and Resources

- Prison Policy Initiative: <https://www.prisonpolicy.org/national/>
- The Sentencing Project: <https://www.sentencingproject.org/>
- 8toabolish: <https://www.8toabolition.com/>
- Campaign Zero: <https://www.joincampaignzero.org/#vision>
- Collateral Consequences Resource Center: <https://ccresourcecenter.org/>
- The Appeal: <https://theappeal.org/>

Weekly In-Class Activity

- Finish watching documentary film “13th” by Ava DuVernay <https://youtu.be/krfcq5pF8u8>

Week 3: [Add date]

Topic: Democracy and representation: Voter suppression, gerrymandering, disenfranchisement

Objectives

- *Discuss what we mean by democracy and the barriers to democracy in the U.S.*
- *Identify the various methods by which individuals’ and communities’ votes can be suppressed*
- *Describe reforms and policies that can increase voter participation*

- Identify who and what is on the ballot in **the 2021** election in your area (people, party, platform, issues) at the local, state, and federal level
- Describe how voting happens in your state (where, when, how)

Required Readings

- Benjamin Page & Martin Gilens. 2017. *Democracy in America? What Has Gone Wrong and What Can We Do About it?*
 - Chapter 1: More Democracy (p. 3 – 15).
 - Chapter 3: Thwarting the Will of the People (small piece, p. 53 – 57).
- The Brennan Center. 2020. The New Voter Suppression. (p. 1 – 4).
<https://www.brennancenter.org/our-work/research-reports/new-voter-suppression>
 - Voting Laws Roundup: July 2021 (Updated every month – look for most recent)
<https://www.brennancenter.org/our-work/research-reports/voting-laws-roundup-july-2021>
- Center for American Progress. Increasing Voter Participation in the US, Introduction and Summary, (p. 1-5).
<https://cdn.americanprogress.org/content/uploads/2018/07/10161310/VoterTurnout-report-8.pdf>
- Gerrymandering Explained – two short (2:00 minutes) videos:
 - Vox: <https://youtu.be/QZZwoObFMhU>
 - Washington Post: <https://youtu.be/bGLRJ12uqmk>

Suggested Readings

- The Sentencing Project. 2016. *6 Million Lost Votes. State-Level Estimates of Felon Disenfranchisement*, 2016. By Uggens, Larson, Shannon.
<http://www.sentencingproject.org/publications/6-million-lost-voters-state-level-estimates-felony-disenfranchisement-2016/>
- Gerrymandering Explained: <https://www.vox.com/cards/gerrymandering-explained>
- Brennan Center: Democracy: An Election Agenda for Candidates, Activists, and Legislators. <https://www.brennancenter.org/our-work/policy-solutions/democracy-election-agenda-candidates-activists-and-legislators>

Organizations and Resources

- Common Cause: <https://www.commoncause.org/>
- Fair Fight: <https://fairfight.com/>
- When We All Vote: <https://www.whenweallvote.org/>
- NDRC: <https://democraticredistricting.com/>
- ACLU: <https://www.aclu.org/>
- Voting is Social Work: <https://votingissocialwork.org/>
- Brennan Center: <https://www.brennancenter.org/>

Week 4: [Add date]

Topic: Demographic trends and social indicators: where have we been, where are we going, and how are we doing?

Objectives

- Describe changes in American families over the past several decades
- Describe demographic changes of the U.S. population as related to changes in immigration and the flow of immigrants
- Discuss how these changes relate to economic justice and the well-being of individuals, families, and communities

Required Readings

- Smock, Pamela & Christine Schwartz. 2020. The Demography of Families: A Review of Patterns & Changes. *Journal of Marriage and Family* p. 1-26. (p. 9-25)
- Council on Foreign Relations. 2020. The US Immigration Debate. <https://www.cfr.org/backgrounder/us-immigration-debate-0>

Suggested Readings

- Migration Policy Institute. 2019. Settled In: A Profile of the Unauthorized Immigration Population in the US. (p. 1-9, mostly maps & charts). <https://www.migrationpolicy.org/research/profile-unauthorized-immigrant-population-united-states>
- Migration Policy Institute Issue Brief. Claire Bergeron. 2013. Going to the Back of the Line: A Primer on Lines, Visa Categories, and Wait Times
- Pew Research. Updated May 2019. Key Facts About US Immigration Policies and Proposed Changes. <http://www.pewresearch.org/fact-tank/2018/02/26/key-facts-about-u-s-immigration-policies-and-proposed-changes/>
- Bipartisan Policy Center. 2015. Immigration and Wages: Decoding the Economics, brief summary
 - <https://bipartisanpolicy.org/wp-content/uploads/sites/default/files/Immigration%20and%20Wages%20Decoding%20the%20Economics%20Summary.pdf>
- The Atlantic. 2017. The Toxic Health Effects of Deportation Threat.
 - <https://www.theatlantic.com/health/archive/2017/01/the-toxic-health-effects-of-deportation-threat/514718/>

Organizations and Resources

- A Guide to Community-Based Organizations for Immigrants: <http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/nyc-cbo-list-v7-a.pdf>
- Immigrant Legal Resource Center: <https://www.ilrc.org/>
- American Immigration Lawyers Association: <https://www.aila.org/>
- The Essential Worker Immigrant Coalition: <http://ewic.org/>
- Grantmakers Concerned with Immigrants and Refugees: <https://www.gcir.org/>

Week 5: [Add date]

Topic: The economics of social welfare policies: Where the money comes from, where it goes, and what does our political system have to do with it?

Objectives

- *Discuss the impact of our economic system on the development of social welfare policy in the U.S.*
- *Identify the sources of revenue for social welfare policy expenditures at the federal and state levels*
- *Discuss differences between regressive and progressive taxes and who pays taxes in the U.S.*
- *Describe how federal and state revenues are spent. What are the largest expenditures on social welfare and non-social welfare programs at the federal and state levels?*

Required Readings

- Widerquist, K. & Lewis, M.L. 2001. Economics for Social Workers: The Application of Economic Theory to Social Policy and the Human Services. Chapter 1: The Economics Perspective (pp. 1-14)
- Center for Budget and Policy Priorities. 2020. Policy Basics: Where do our federal tax dollars go? <https://www.cbpp.org/research/federal-budget/where-do-our-federal-tax-dollars-go>
- Center for Budget and Policy Priorities. 2018. Policy Basics: Where do our state tax dollars go? <http://www.cbpp.org/research/policy-basics-where-do-our-state-tax-dollars-go?fa=view&id=2783>
- Center for Budget and Policy Priorities. 2019. Policy Basics: Federal Tax Expenditures <https://www.cbpp.org/research/federal-tax/federal-tax-expenditures>

Weekly In-Class Activity

- Watch **first half** of documentary film “*Capital in the 21st Century.*”

Week 6: [Add date]

Topic: Contemporary economic problems: Rising income and wealth inequality

Objectives

- *Discuss what is meant by income and wealth inequality*
- *Describe the current levels of income and wealth inequality across different groups including by race and ethnicity*
- *Discuss what policies and elements of the American economic system have contributed to rising income and wealth inequality*

Required Readings

- OECD. 2015. Income Inequality: The Gap between the Rich and Poor.
 - Ch. 1: What are Income and Wealth? (p. 7-14)

https://read.oecd-ilibrary.org/social-issues-migration-health/income-inequality/what-are-income-and-wealth_9789264246010-3-en#page1

- The New York Times: Inequality Project. The America We Need (by the Editorial Board). 2020.
 - Read (or scroll down and listen as a podcast)
 - <https://www.nytimes.com/2020/04/09/opinion/sunday/coronavirus-inequality-america.html>
- Leonhardt, David and Yaryna Serkez. (2020). America Will Struggle After the Coronavirus. These Charts Show Why (Accompanying Charts):
 - <https://www.nytimes.com/interactive/2020/04/10/opinion/coronavirus-us-economy-inequality.html>
- The New York Times. Upshot. 2020. 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>
- New York Times. Who Pays Taxes & How to Fix It.
 - Leonhardt, David. 2019. The Rich Really do Pay Less Taxes than You:
 - <https://www.nytimes.com/interactive/2019/10/06/opinion/income-tax-rate-wealthy.html?action=click&module=RelatedLinks&pgtype=Article>

Suggested Readings

- Inequality.org. Facts: Income Inequality in the United States
 - <https://inequality.org/facts/income-inequality/>
- Center for Budget and Policy Priorities. (2020). A Guide to Statistics on Historical Trends in Income Inequality. <https://www.cbpp.org/research/poverty-and-inequality/a-guide-to-statistics-on-historical-trends-in-income-inequality>
- Pew Research Center, January 2020, “Most Americans Say There Is Too Much Economic Inequality in the U.S., but Fewer Than Half Call It a Top Priority”
 - <https://www.pewresearch.org/social-trends/2020/01/09/most-americans-say-there-is-too-much-economic-inequality-in-the-u-s-but-fewer-than-half-call-it-a-top-priority/>

Organizations and Resources

- United for a Fair Economy: <http://www.faireconomy.org/>
- Class Action: <https://classism.org/>
- Move to Amend: <https://www.movetoamend.org/>
- Citizens for Tax Justice: <https://www.ctj.org/>
- Cooperation Jackson: <https://cooperationjackson.org/>
- Fight for \$15: <https://fightfor15.org/>
- National Committee on Pay Equity: <https://www.pay-equity.org/>
- The Opportunity Agenda: <https://www.opportunityagenda.org/>

Weekly In-Class Activity

- Finish watching documentary film “Capital in the 21st Century”

Week 7: [Add date]

Topic: Poverty and economic insecurity

Objectives

- *Discuss America's views of the poor and the causes of poverty over time. How have things changed?*
- *Describe how poverty is measured in the U.S., what proportion of the population is poor, and how we compare to other developed countries*
- *Discuss differences between poverty and economic insecurity*
- *Identify which groups in the U.S. are at greatest risk of being poor and how policies and economic and demographic changes contribute to their economic insecurity*

Required Readings

- IRP. How is Poverty Measured? <https://www.irp.wisc.edu/resources/how-is-poverty-measured/>
- Hoynes, H., Moffitt, R., and Smeeding, T. (2019). Measuring child poverty in the United States. Focus, Vol. 35, No. 2. (Only p. 8-15) <https://www.irp.wisc.edu/wp/wp-content/uploads/2019/09/Focus-35-2b.pdf>
- IWPR. (2018). Basic economic security in the United States: How much income do working adults need in each state? (p 1-6). https://iwpr.org/wp-content/uploads/2018/10/R590_National_finalx.pdf
- Hardy, B., Romich, J. & Hill, H. 2019. Strengthening Social Policies to Promote Economic Stability during Childhood. SRCD Report, (p. 3-8 ONLY). <https://srcd.onlinelibrary.wiley.com/doi/10.1002/sop2.4>

Suggested Readings

- National Academies Press. 2019. Roadmap to Reducing Child Poverty. Chapter 2: A Demographic Portrait of Child Poverty in the US.
- IRP. (2019). The brain science of poverty and its policy implications. Fast Focus, No. 40 <https://www.irp.wisc.edu/wp/wp-content/uploads/2019/06/FF40-2019.pdf>

Organizations and Resources

- United Communities Against Poverty, Inc.: <https://www.ucappgc.org/>
- Empire Justice Center: <https://empirejustice.org/>
- GiveDirectly: <https://www.givedirectly.org/>
- Shriver Center on Poverty Law: <https://www.povertylaw.org/>
- Southern Poverty Law Center: <https://www.splcenter.org/>
- Poverty and Race Research Action Council: <https://prrac.org/>
- Center on Budget and Policy Priorities: <https://www.cbpp.org/>
- Institute for Research on Poverty: <https://www.irp.wisc.edu/>
- Joint Center for Poverty Research: <https://www.jcpr.org/>
- Poverty Solutions: <https://poverty.umich.edu/>
- West Coast Poverty Center: <http://depts.washington.edu/wcpc/>

- University of Kentucky Center for Poverty Research: <http://ukcpr.org/>
- Center for Poverty Research, University of California, Davis: <https://poverty.ucdavis.edu/>
- National Center for Children in Poverty: <http://www.nccp.org/>

UNIT II: POLICIES THAT HAVE THE POTENTIAL TO PROMOTE ECONOMIC JUSTICE

Week 8: [Add date]

Topic: Housing and neighborhood programs

Objectives

- *Describe key housing and neighborhood programs that have the potential to promote economic justice in the U.S.*
- *Discuss how values and ideologies discussed previously shaped these programs*
- *Discuss the strengths, limitations, and failures of these programs in promoting economic justice*
- *Discuss how these programs could be changed to promote economic justice*

Required Readings

- National Low Income Housing Coalition (NLIHC). 2020. Out of Reach 2019. Introduction (p. 1-8) & browse National Maps and State Rankings, (p. 14-18); Look at NJ statistics, (p. 166-168). https://reports.nlihc.org/sites/default/files/oor/OOR_2019.pdf
 - Enter your zip code: <https://reports.nlihc.org/oor>
- Center for Budget & Policy Priorities (CBPP). 2017. Chart Book: Federal Housing Spending Is Poorly Matched to Need (p. 1-11, mostly charts). <https://www.cbpp.org/research/housing/chart-book-federal-housing-spending-is-poorly-matched-to-need>
- Sharkey, Patrick. NY Times. 2020. The Gap between Black and White America, In Charts. <https://www.nytimes.com/interactive/2020/06/19/opinion/politics/opportunity-gaps-race-inequality.html>

Suggested Readings

- Blau, J.& Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th ed.). Chapter 10: Housing: Programs and policies.
- Desmond, Matthew. 2016. Forced Out: The Eviction Epidemic. New Yorker. <https://www.newyorker.com/magazine/2016/02/08/forced-out>
 - Eviction Lab Project, Princeton University (1st ever nationwide database of evictions): <https://evictionlab.org/>
- Moran-McCabe, Gutman, & Burris. 2018. Public Health Implications of Housing Law: Nuisance Evictions. *Public Health Reports* 133(5): 606-609. (see PDF) <https://journals.sagepub.com/doi/full/10.1177/0033354918786725>
- Christensen & Timmins. 2019. Sorting or Steering: Experimental Evidence on the Economic Effects of Housing Discrimination. NBER Working Paper 24826. (p. 1-10 only). <https://www.nber.org/papers/w24826.pdf>

Organizations and Resources

- National Low Income Housing Coalition: <https://nlihc.org/>
- National Housing Law Project: <https://www.nhlp.org/>
- National Coalition for the Homeless: <http://www.nationalhomeless.org/>
- National Law Center on Homelessness & Poverty: <https://nlchp.org/>
- National Community Reinvestment Coalition: <https://ncrc.org/>

Weekly In-Class Activity

- Watch the documentary film “Testing the Divide.” (40 minute video): <https://www.newsday.com/long-island/real-estate-investigation-documentary-1.38615531>

MIDTERM EXAM DUE [ADD DATE]

Week 9: [Add date]

Topic: Healthcare policies: Work-based insurance, ACA, Medicaid, SCHIP, Medicare for All

Objectives

- Describe key healthcare policies that have the potential to promote economic justice in the U.S.
- Discuss how values and ideologies discussed previously shaped these policies
- Discuss the strengths, limitations, and failures of these policies in promoting economic justice
- Discuss how these policies could be changed to promote economic justice

Required Readings

- NY Times. Anne Case & Angus Deaton. 2020. America Can Afford A World-Class Health System. Why Don’t We Have one? <https://www.nytimes.com/2020/04/14/opinion/sunday/covid-inequality-health-care.html>
- Kaiser Family Foundation. 2019. 10 Things to Know about Medicaid. Issue Brief. <https://www.kff.org/medicaid/issue-brief/10-things-to-know-about-medicaid-setting-the-facts-straight/>
- Kaiser Family Foundation. 2019. Overview of Medicare <http://www.kff.org/medicare/issue-brief/an-overview-of-medicare/>
- NY Times. 2020. Obamacare (Affordable Care Act) Turns 10: Here’s a Look at What Works and What Doesn’t <https://www.nytimes.com/2020/03/23/health/obamacare-aca-coverage-cost-history.html>
- Kaiser Family Foundation. 2020. Racial Disparities in COVID-19: Key Findings from Available Data and Analysis. <https://www.kff.org/report-section/racial-disparities-in-covid-19-key-findings-from-available-data-and-analysis-issue-brief/>

Suggested Readings

- Blau, J.& Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th ed.). Chapter 11: Health Care: Programs and policies
- David Williams. 2017. Why Discrimination is a Health Issue. (2 pages). RWJ Foundation Culture of Health Blog. <https://www.rwjf.org/en/blog/2017/10/discrimination-is-a-health-issue.html>
- Kaiser Family Foundation. 2021. Implications of COVID-19 for Social Determinants of Health. <https://www.kff.org/coronavirus-covid-19/issue-brief/implications-of-covid-19-for-social-determinants-of-health/#>
- Kaiser Family Foundation. 2017. Summary of the Affordable Care Act <https://www.kff.org/health-reform/fact-sheet/summary-of-the-affordable-care-act/>
- Center for Budget & Policy Priorities: Sabotage Watch: Tracking Efforts to Undermine the ACA, updated May 2019. <https://www.cbpp.org/sabotage-watch-tracking-efforts-to-undermine-the-aca>

Organizations and Resources

- Healthcare Now: <https://www.healthcare-now.org/>
- Physicians for a National Health Program (PNHP): <https://pnhp.org/>
- Families USA: <https://familiesusa.org/>
- Doctors for America: <http://www.dr sforamerica.org/>
- Community Catalyst: <https://www.communitycatalyst.org/>
- Doctors Without Borders: <https://www.doctorswithoutborders.org/>
- Physicians Committee for Responsible Medicine: <https://www.pcrm.org/>

Week 10: [Add date]

Topic: Nutrition programs: School lunch, breakfast, SNAP, WIC

Objectives

- Describe key nutrition programs that have the potential to promote economic justice in the U.S.
- Discuss how values and ideologies discussed previously shaped these programs
- Discuss the strengths, limitations, and failures of these programs in promoting economic justice
- Discuss how these programs could be changed to promote economic justice

Required Readings

- FRAC. (2017). The Impact of Poverty, Food Insecurity, and Poor Nutrition on Health and Well-being. <https://frac.org/wp-content/uploads/hunger-health-impact-poverty-food-insecurity-health-well-being.pdf>
- Nestle, M. (2019). The Supplemental Nutrition Assistance Program (SNAP): History, Politics, and Public Health Implications. *American Journal of Public Health*, Vol. 109, No. 2: 1631-1635. <https://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.2019.305361>
- Freudenberg, N., Goldrick-Rab, S. & Poppendieck, J. (2019). College Students and SNAP: The New Face of Food Insecurity in the United States. *American Journal of*

Public Health, Vol. 109, No. 12: 1652-1658.

<https://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.2019.305332>

- Center on Budget and Policy Priorities. 2017. Policy Basics: Special Supplemental Nutrition Program for Women, Infants, and Children (WIC).
<https://www.cbpp.org/research/food-assistance/special-supplemental-nutrition-program-for-women-infants-and-children>
 - Effects of WIC on positive outcomes (nutrition, infant health, immunizations, access to health care, breastfeeding, children’s educational prospects):
<https://www.cbpp.org/research/food-assistance/wic-works>
- Feeding America. 2021. The Impact of the Coronavirus on Food Insecurity in 2020 & 2021.
https://www.feedingamerica.org/sites/default/files/2021-03/National%20Projections%20Brief_3.9.2021_0.pdf

Suggested Readings

- Blau, J. & Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th ed.). Chapter 12: Food and hunger: Programs and policies.
- Center on Budget and Policy Priorities. (2019). Policy Basics: The Supplemental Nutrition Assistance Program (SNAP).
<https://www.cbpp.org/sites/default/files/atoms/files/policybasics-foodstamps.pdf>
- Center on Budget and Policy Priorities. (2017). WIC Works: Addressing the Nutrition and Health Needs of Low-Income Families for 40 Years.
<https://www.cbpp.org/research/food-assistance/wic-works-addressing-the-nutrition-and-health-needs-of-low-income-families>

Organizations and Resources

- Children’s Hunger Alliance: <https://childrenshungeralliance.org/>
- The Hunger Project: <https://www.thp.org/>
- Community Food Bank of New Jersey: <https://cfbnj.org/>
- National WIC Association: <https://www.nwica.org/>
- Hunger Volunteer: <https://www.hungervolunteer.org/>
- Feeding America: <https://www.feedingamerica.org/>
- The Alliance to End Hunger
- Food Research & Action Center: <https://frac.org/>

Week 11: [Add date]

Topic: Employment policies: minimum & living wages, collective bargaining, workforce training, parental leave

Objectives

- *Define a well-functioning labor market and discuss its role in promoting the well-being of individuals, families, and communities in the U.S.*

- Describe key employment policies that have the potential to promote economic justice in the U.S.
- Discuss how values and ideologies discussed previously shaped these employment policies
- Discuss the strengths, limitations, and failures of these policies in promoting economic justice
- Discuss how these policies could be changed to promote economic justice

Required Readings

- NY Times, Inequality Series. 2020. The Jobs We Need: Income & Wealth Inequality Have Devastated America's Workers. (Read or listen to audio clip). <https://www.nytimes.com/2020/06/24/opinion/sunday/income-wealth-inequality-america.html>
- Institute for Women's Policy Research. *The Future of Care Work: Improving the Quality of the Fastest-Growing Jobs. Executive Summary (p. v-ix)*
- NY Times. The future of work is not what people think it is: <https://www.nytimes.com/2020/06/24/opinion/sunday/coronavirus-health-workers-nurses.html>
- Essential Workers Bill of Rights: <https://www.warren.senate.gov/newsroom/press-releases/elizabeth-warren-and-ro-khanna-unveil-essential-workers-bill-of-rights#:~:text=An%20Essential%20Workers%20Bill%20of%20Rights%20must%20include%3A,no%20cost%20to%20the%20employee.>
- Romich, J. L. (2017). Is Raising the Minimum Wage a Good Idea? Evidence and Implication for Social Work. *Social Work*, Volume 62, Issue 4, October 2017, (p. 367–369), <https://doi.org/10.1093/sw/swx033>
- Why is collective bargaining so difficult in the United States compared to its international peers? <https://equitablegrowth.org/why-is-collective-bargaining-so-difficult-in-the-united-states-compared-to-its-international-peers/>
- IRP Fast Focus 38. 2019. What do we know about career and technical education? (p. 1–2). <https://www.irp.wisc.edu/wp/wp-content/uploads/2019/04/FF38-2019.pdf>
- Donovan, S. (2019). Paid Family Leave in the United States. Congressional Research Service, R44835. <https://fas.org/sgp/crs/misc/R44835.pdf>

Suggested Readings

- Opportunity Insights, Recovery Tracker: Track the Employment Recovery in your Community: <https://tracktherecovery.org/>
- Greenhouse, Steven. 2019. *Beaten Down. Worked Up: The Past, Present, and Future of American Labor. Chapter 1: Losing our voice. & Chapter 21: How Workers Can Regain Our Voice.* https://smile.amazon.com/Beaten-Down-Worked-Up-American/dp/1101874430/ref=sr_1_1?crd=37P8PIHZLMTPF&dchild=1&keywords=beaten+down+worked+up&qid=1593960668&sprefix=beaten+down+worked+%2Caps%2C163&sr=8-1
 - <https://www.penguinrandomhouse.com/books/246798/beaten-down-worked-up-by-steven-greenhouse/9781101874431/>
- IRP Fast Focus 42. 2019. Ensuring equity in evolving high school career and technical education policies.

- Hanks & Madland. (2018). Better training and better jobs. Center for American Progress.

Organizations and Resources

- International Labor Organization: <https://www.ilo.org/global/lang--en/index.htm>
- AFL-CIO: <https://aflcio.org/>
- Jobs with Justice: <https://www.jwj.org/>
- National Jobs for All Coalition: <https://njfac.org/>
- Good Jobs First: <https://www.goodjobsfirst.org/>
- Jobs for the Future: <https://www.jff.org/>
- National Skills Coalition: <https://www.nationalskillscoalition.org/>
- Heartland Alliance: <https://www.heartlandalliance.org/>
- Migrant Justice: <https://migrantjustice.net/about>
- National Employment Law Project: <https://www.nelp.org/>
- UC Berkeley Labor Center: <http://laborcenter.berkeley.edu/>

Weekly In-Class Activity

- Watch the documentary film “City Rising: The Informal Economy” (56 minutes) <https://www.kcet.org/shows/city-rising/the-new-normal-freelancing-hustling-and-informal-labor>

Week 12: [Add date]

Topic: Child-focused policies: Child care (universal ECE, pre-K, Head Start, subsidies) and public education

Objectives

- Describe key child-focused policies that have the potential to promote economic justice in the U.S.
- Discuss how values and ideologies discussed previously shaped these child-focused policies
- Discuss the strengths, limitations, and failures of these policies in promoting economic justice
- Discuss how these policies could be changed to promote economic justice

Required readings

- Morrissey, Taryn. 2020. Addressing the need for affordable high-quality early childhood care and education for all in the United States. Center for Equitable Growth (p. 1-9). <https://equitablegrowth.org/addressing-the-need-for-affordable-high-quality-early-childhood-care-and-education-for-all-in-the-united-states/>
- Center for American Progress. 2019. Working Families are Spending Big Money on Child Care. (p. 1-8) <https://cdn.americanprogress.org/content/uploads/2019/06/19074131/Working-Families-SpendingBRIEF.pdf>

- New York Times. 2020. The Sheer Number of School Districts in the U.S. is Tilting the Playing Field <https://www.nytimes.com/2020/05/14/opinion/sunday/school-districts-funding-inequality-covid.html>
- AERA. Improving college access and success for students from underrepresented groups. http://www.aera.net/Portals/38/docs/Annual_Meeting/2016%20Annual%20Meeting/2016%20Knowledge%20Forum/Perna.pdf

Suggested Readings

- Thompson, Derek. 2019. Why Child Care is So Ridiculously Expensive. *The Atlantic*. (p.1-7) <https://www.theatlantic.com/ideas/archive/2019/11/why-child-care-so-expensive/602599/>
- Center for American Progress. 2019. Early Learning in the United States. <https://www.americanprogress.org/issues/early-childhood/reports/2019/09/16/474487/early-learning-united-states-2019/>

Organizations and Resources

- Child Care Aware of America: <https://www.childcareaware.org/>
- National Head Start Association: <https://www.nhsa.org/>
- National Black Child Development Institute: <https://www.nbcdi.org/>
- Donors Choose: <https://www.donorschoose.org/>
- Childcare Deserts: <https://www.childcaredeserts.org/>

Weekly In-Class Activity

- Watch the documentary film “Why child care is so expensive in America” (22 minutes): <https://www.cnn.com/video/2019/05/09/why-daycare-is-so-expensive-in-america.html>

Week 13: [Add date]

Topic: Income support programs: Universal: Social Security, UI, Disability, tax credits, UBI proposals

Objectives

- Describe universal income support programs that have the potential to promote economic justice in the U.S.
- Discuss how values and ideologies discussed previously shaped these income support programs
- Discuss the strengths, limitations, and failures of these programs in promoting economic justice
- Discuss how these programs could be changed to promote economic justice

Required Readings

- Center for Budget and Policy Priorities (CBPP). 2019. Policy Basics: Top Ten Facts about Social Security. <http://www.cbpp.org/research/policy-basics-top-ten-facts-about-social-security>

- Center for Budget and Policy Priorities (CBPP). (2020). Policy Basics: Unemployment Insurance. https://www.cbpp.org/sites/default/files/atoms/files/policybasic_introtoui.pdf
- Center for Budget and Policy Priorities (CBPP). Fact Sheet: Disability Insurance. <https://www.cbpp.org/sites/default/files/atoms/files/di-factsheet-final.pdf>
- Center for Budget and Policy Priorities (CBPP). Policy Basics: The Child Tax Credit. <https://www.cbpp.org/sites/default/files/atoms/files/policybasics-ctc.pdf>
- The Aspen Institute. Economic Strategy Group. Universal Basic Income (UBI) as a Policy Response to Current Challenges. <https://www.brookings.edu/wp-content/uploads/2019/08/UBI-ESG-Memo-082319.pdf>

Suggested Readings

- Center for Budget and Policy Priorities (CBPP). 2020. Policy Basics: Understanding the Social Security Trust Funds. https://www.cbpp.org/sites/default/files/atoms/files/policy_basics_soc_sec_trust_funds.pdf
- Center for Budget and Policy Priorities (CBPP). 2020. CARES Act Measures Strengthening Unemployment Insurance Should Continue While Needs Remains. <https://www.cbpp.org/sites/default/files/atoms/files/6-9-20bud.pdf>
- Center for Budget and Policy Priorities (CBPP). 2020. How Many Weeks of Unemployment Compensation Are Available? <https://www.cbpp.org/sites/default/files/atoms/files/policybasics-uiweeks.pdf>
- Heller, N. (2018). Who really stands to win from universal basic income? The New Yorker July 9-16 Issue. <https://www.newyorker.com/magazine/2018/07/09/who-really-stands-to-win-from-universal-basic-income>

Organizations and Resources

- Platform to Employment: <https://platformtoemployment.com/>
- LA Fellows: <http://www.lafellows.org/>
- National Service: <https://www.nationalservice.gov/>
- Meals on Wheels America: <https://www.mealsonwheelsamerica.org/>

Week 14: [Add date]

Topic: Income support programs: Means-tested and targeted: TANF, EITC, SSI, GA, child support enforcement

Objectives

- *Describe means-tested and targeted programs that have the potential to promote economic justice in the U.S.*
- *Discuss how values and ideologies discussed previously shaped these means-tested income support programs*
- *Discuss the strengths, limitations, and failures of these programs in promoting economic justice*
- *Discuss how these programs could be changed to promote economic justice*

Required Readings

- Center for Budget and Policy Priorities (CBPP). 2018. Policy Basics: Temporary Assistance for Needy families. <https://www.cbpp.org/sites/default/files/atoms/files/7-22-10tanf2.pdf>
- Center for Budget and Policy Priorities (CBPP). 2019. Policy Basics: The Earned Income Tax Credit (EITC). <https://www.cbpp.org/sites/default/files/atoms/files/policybasics-eitc.pdf>
- Center for Budget and Policy Priorities (CBPP). 2018. Supplemental Security income (SSI) Program Fact Sheet. <https://www.cbpp.org/research/social-security/supplemental-security-income-ssi>
- Center for Budget and Policy Priorities (CBPP). (2015). State General Assistance programs are weakening despite increased need. (p. 1-10 only) <https://www.cbpp.org/sites/default/files/atoms/files/7-9-15pov.pdf>
- Cancian, M. & Meyer, D.R. (2018). Reforming policy for single-parent families to reduce child poverty.
- Hardy, B. & Ziliak, J.P. (2020). Money, money, money: The fiscal response to COVID-19. <https://www.brookings.edu/blog/up-front/2020/03/24/money-money-money-the-fiscal-response-to-covid-19/>

Suggested Readings

- National Public Radio (August 22, 2016). 20 Years Since Welfare’s Overhaul, Results Are Mixed (7 minutes). See accompanying charts on website.
 - <http://www.npr.org/2016/08/22/490245470/20-years-since-welfares-overhaul-results-are-mixed>

Organizations and Resources

- Coalition on Human Needs: <https://www.chn.org/>
- PolicyLink: <https://www.policylink.org/>
- National Center for Law and Economic Justice: <https://nclej.org/>
- CLASP: <https://www.clasp.org/>
- National Partnership for Women and Families: <https://www.nationalpartnership.org/>
- Single Parents Alliance of America: <https://www.spaoa.org/>
- Fatherhood Research & Practice Network: <https://www.frpn.org/>
- National Fatherhood Initiative: <https://www.fatherhood.org/fatherhood-initiatives-state-local>

Week 15: [Add date]

Topic: Credit and financial consumer protection

Objectives

- Describe key credit and final consumer protection policies that have the potential to promote economic justice in the U.S.
- Discuss how values and ideologies discussed previously shaped these policies

- *Discuss the strengths, limitations, and failures of these policies in promoting economic justice*
- *Discuss how these policies could be changed to promote economic justice*

Required Readings

- Demos (2015). The Debt Divide: The Racial and Class Bias Behind the "New Normal" of Student Borrowing. (Read the **Key Findings, pg 1-3**. The rest is **supplemental**). <https://www.demos.org/research/debt-divide-racial-and-class-bias-behind-new-normal-student-borrowing>
- Demos (2012). The Plastic Safety net: Findings from the 2012 national survey on credit card debt of low- and middle-income households. (Read the **Executive Summary, pg 1-2**. The rest is **supplemental**). <https://www.demos.org/research/plastic-safety-net-2012-national-survey-credit-card-debt-low-and-middle-income-households>
- Blank, Jessica. 2018. How Fines and Fees Criminalize Poverty Explained (p. 1-8). *The Appeal*. <https://theappeal.org/fines-and-fees-explained-bf4e05d188bf/>
- Payday Lenders: Expensive Loans to Desperate People Built this \$90 Billion Industry (p. 1-5). 2019. Bloomberg. <https://www.bloomberg.com/news/articles/2019-02-14/expensive-loans-to-desperate-people-built-this-90-billion-industry>
- The Washington Post. Opinion. 2019. States Must Abolish Juvenile Fees. They're Putting Families in Debt. https://www.washingtonpost.com/opinions/states-must-abolish-juvenile-fees-theyre-putting-families-in-debt/2019/07/19/d5e0e2b0-a8db-11e9-a3a6-ab670962db05_story.html

Suggested Readings

- Urban Institute (2018). Debt in America: An Interactive Map (*A website to explore statistics on student, auto and medical debt by county*) <https://apps.urban.org/features/debt-interactive-map/>
- The Atlantic (2015). The Burden of Debt on Black America
 - <https://www.theatlantic.com/business/archive/2015/10/debt-black-families/409756/>

Organizations and Resources

- Consumer Financial Protection Bureau: <https://www.consumerfinance.gov/>
- Consumer Reports: <https://advocacy.consumerreports.org/>
- Consumer Federation of America: <https://consumerfed.org/>
- Consumer Action: <https://www.consumer-action.org/>
- Center for Responsible Lending: <https://www.responsiblelending.org/>
- Americans for Financial Reform: <https://ourfinancialsecurity.org/>
- Strike Debt: <https://strikedebt.org/>
- A Continuous Charity: <https://www.acceducate.org/>