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

Social Welfare Policy and Services I
19:910:504
2023

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

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
􀀃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 􀀃
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, the voluntary sector, and digital technology development in social welfare provisions.
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. Describe the roles of social work leadership in the advocacy efforts and social movements.

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* (9th ed.). NY: Pearson.

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

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

Students are expected to post to the threaded discussion board **twice** during the course of the week. The first thread is due by Thursday 11:59 pm EST and the second is due by Sunday 11:59 pm EST. The threads are intended to be conversational in nature. We will do our best here to create an engaging discussion. Thus, students should not simply respond to the question, but rather work to move the conversation forward. Please do not repeat what others have said or simply agree with something another student has mentioned. Simply stating "I agree with Janie," or "I concur" is not a substantial response. You are encouraged to pose additional questions. Students should refer to course readings and other course material during the discussion. Posts will demonstrate clear evidence that concepts from the reading are presented and expressed correctly. Students are expected to read through all the comments by the end of each module.

In order to receive full credit, students are expected to:

Make references to the text, course readings, podcasts and other course material.
Respond to other students'posts.
Post threads on time (first Thursday 11:59 pm EST; second Sun 11:59 pm EST)
Support and respectfully challenge one another
Read all threads
Bring in relevant field experience if appropriate
Refer to current policy events if appropriate
Entries should be well-written (e.g., grammar, organization of thought) and
referenced material (including course material) should be appropriately cited.

Instructor comments: The instructor will read through all the posts and play an active role in the discussion. Please note that if the instructor responds to a post in a manner that is constructively critical or corrective, this does not mean that the poster has done anything 'wrong.' Rather, this is part of a respectful, critical discussion and academic dialogue.

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

Discussion Boards (20% of grade)
Midterm Exam (25% of grade)
Final Exam (30% of grade)
Policy Journals (10% of grade)
Written Assignments (15% of grade)
See the end of the syllabus or the Canvas course site for a full description of each assignment.

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

For those in need library help, please contact the social science librarians.
Julia Maxwell is at New Brunswick, jam1148@libraries.rutgers.edu
Natalie Borisovets is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909
Katie Anderson is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830.
They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional

and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.
https://rlc.rutgers.edu/student-services/writing-tutoring

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 9th Edition. The Purdue OWL website also provides 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. 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; <u>Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved</u>; 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."

Use of artificial intelligence (AI) such as ChatGPT is only permitted to help you brainstorm ideas and see examples, unless otherwise directed by your instructor. All material submitted in the course must be your own as per the Academic Integrity policy.

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 (Patricia Findley at pfindley@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.***

XIII.   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.

XIV. Other Resources

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

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

****

XV.　Course Outline

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

<div style="text-align:center; background:black; color:white;">

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

</div>

Weekly Objectives

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

Required Readings

1. Lynch, J. (2015). A cross-national perspective on the American welfare state. In *Oxford Handbook of US Social Policy*. (pp.112-130). Oxford: Oxford University Press.

2. Finn, J. & Jacobson, M. (2013). Social Justice. In National Association of Social Workers and Oxford University Press (Eds) Encyclopedia of Social Work. Retried from http://socialwork.oxfordre.com DOI: 10.1093/acrefore/9780199975839.013.132.

3. Reichert, E. (2011). Human rights in social work: An essential basis. *Journal of Comparative Social Welfare*, 27 (3), 207-220.

4. Rogge, M. (2013). Environmental Justice. In National Association of Social Workers and Oxford University Press (Eds) Encyclopedia of Social Work. Retried from http://socialwork.oxfordre.com DOI: 10.1093/acrefore/9780199975839.013.132.

Supplemental Readings

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

- Falk, G., Mitchell, A., Lynch, K. E., McCarty, M., Morton, W. R., & Crandall-Hollick,

M. L. (2015). Need-Tested Benefits: Estimated Eligibility and Benefit Receipt by Families and Individuals.

Class Video

What are universal human rights? (5 min)
https://www.youtube.com/watch?v=nDgIVseTkuE

Greening the Ghetto: Majora Carter (19 min)
https://www.youtube.com/watch?v=gQ-cZRmHfs4

Explore:
OECD website on Social Expenditure Database:
https://www.oecd.org/social/expenditure.htm

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.](#) 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

Class Video

Federalism in the United States (6 min)
https://www.youtube.com/watch?v=y6tljCXVSdc

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* (6th ed.). Boston: Pearson

2. Gabel, S. Analyzing social policies from a rights-based approach, pp. 293-310. In Libal,K. Berthold, M. Thomas, R. & Healy, L. (Eds.) *Advancing human rights in social work education*. CSWE Press. Alexandria, VA.

3. Gilbert, N. & Terrell, P. (2009). Chapter 3. A Framework for Social Welfare Policy Analysis. In *Dimensions of social welfare policy*: Boston, MA: Allyn & Bacon.

Supplemental Readings

- Garfinkel, I., Rainwater, L., & Smeeding, T. M. (2010). Wealth and welfare states: Is America a laggard or leader? Oxford ; New York: Oxford University Press. Introduction.

- Spar, K. (2011). Federal benefits and services for people with limited incomes: Programs, policies, and spending, FY2008-2009, Washington, DC: Congressional Research Service.

Explore:

Green Book (both 2018 and archive versions)
https://greenbook-waysandmeans.house.gov/

Congressional Research Service (CRS) Report
https://crsreports.congress.gov/

Legislation search
https://www.congress.gov/advanced-search/legislation

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

Weekly Objectives

1. Explain the English Poor Laws in America and analyze their contemporary implications for American social welfare
2. Describe and analyze themes common to contemporary policy development related to the historical categories of the deserving and undeserving poor
3. Examine colonial era inequalities related to varying social categories including race, class, gender and age, and consider their relationship to contemporary inequalities

Required Readings

1. Stern & Axinn (2018). Chapter 2, The Colonial Period 1647-1776 and documents.
2. Mabie, M.C.J. (1987). The Constitution of the United States of America. In *The Constitution: Reflection of a changing nation* (pp. 105-28). New York: Henry Holt and Co. (Can also be retrieved from: http://lcweb2.loc.gov/const/const.html).

3. Who deserve government assistance?
https://www.wnycstudios.org/story/who-deserves-government-assistance?utm_source=Newsletter%3A+This+Week+On+WNYC&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.

Explore:

Poor Houses were Designed to Punish People for Their Poverty
https://www.history.com/news/in-the-19th-century-the-last-place-you-wanted-to-go-was-the-poorhouse

The Almshouse and Workhouse: https://www.colonialsociety.org/node/3085

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

Weekly Objectives

1. Define states rights and federal responsibility and apply these concepts to historical and contemporary social welfare issue
2. Understand institutions as a policy/program response and analyze contemporary examples of social welfare institutions
3. Explain the historical and contemporary significance of slavery and abolitionism in US social welfare
4. Identify and analyze 19th century reform movements, including their social control aspects

Required Readings

1. Stern & Axinn (2018). Chapter 3, The Pre-Civil War period 1777-1860

2. Rothman, D. (1971). *Discovery of the Asylum*. Boston: Little Brown and Co., Introduction and Chapter 6, The new world of the asylum.

3. Fishel, H.L, & Quarles, B. (Eds.). (1970). *The Black American: A Documentary History*, New York: William Morrow. Readings No. 105 and 106. Reading No.105: Dred Scott's petition for freedom. Reading No. 106: The Dred Scott decision.

4. Thomas, Kaite. New York Times. April 15, 2015. In race for Medicare dollars nursing home care may lag. Available at: http://www.nytimes.com/2015/04/15/business/as-nursing-homes-chase-lucrative-patients-quality-of-care-is-said-to-lag.html *Contemporary implication article*

Supplemental Readings

- Osofsky, G. (1967). The Burden of Race: A Documentary History of Negro-White Relations in America. New York: Harper and Row. Chapter 11, PARIAHS: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)

Class Video

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

The End of the Line, Orphan Trains (Links to an external site.), produced by Hearn, Wendy & Heritage Account, Inc. (Filmakers Library, 1991), 41:26 min*s. (Available through Rutgers Library. Login with your Rutgers NETID.)*

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

Weekly Objectives

1. Explain the significance of reconstruction and analyze the role of the federal government in ensuring political and civil rights during this period
2. Describe the significance of urbanization, immigration and Social Darwinism in 19th century social reform movements such as child saving and analyze contemporary political and social welfare debates in light of these historical dynamics
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_k

eyword=ibram%20kendi&gclid=EAIaIQobChMI44m4tqCv6gIVjZyzCh0HYw6aEAAY
AiAAEgIlj_D_BwE

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.

Class Video

Slavery by Another Name: Black Codes and Pig Laws (5 min)

https://www.pbs.org/video/slavery-another-name-origins-black-codes/ (preview)
https://www.pbs.org/video/slavery-another-name-slavery-video/ (full-length)
https://www.youtube.com/watch?v=Yd8YoRp9WEE

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 its leadership in social reform movements. Consider how these historical origins continue to influence social work macro practices 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. Knight, L. W. (1991). Jane Addams and Hull House: Historical lessons on nonprofit leadership. *Nonprofit Management and Leadership*, *2*(2), 125-141.

5. 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.***

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.

Class Video

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

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 Bullen, 66(1), Retrieved from
https://www.law.cornell.edu/socsec/spring01/course/readings/ssb_v66n1p1.pdf

3. Brueggemann, J. (2002). Racial considerations and social policy in the 1930s: Economic change and political opportunities. *Social Science History*, 26(1):139-177.

4. Eichengreen, B. (2015). *How the Wall Street Weasels Won. Elizabeth Warren, Paul Krugman and the 1 percent's desperate battle to save themselves.* Excerpted from Eichengreen, B. (2015) *Hall of Mirrors The Great Depression, The Great Recession and Uses and Misuses of History.* NY: Oxford University Press.
   Available at:
   http://www.salon.com/2015/01/04/how_the_wall_street_weasels_won_elizabeth_warren_paul_krugman_and_the_1_percents_desperate_battle_to_save_themselves/

Class Video

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

Supplemental Readings

- Interview from Studs Terkel's *Hard Times at* www.studsterkel.org/htimes.php.

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

Week 9: In-Class Midterm Exam

Instructors please ensure that the Honor Pledge is on all exams and is signed by students:

It has been recommended by the Office of Student Conduct that the honor pledge below be written on all examinations and major course assignments.

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

Week 10: Civil Rights and the 1950s

Weekly Objectives

1. Describe the significance of the Great Migration and The Civil Rights Movement and analyze their relationship to contemporary manifestation of racial inequality and structural racism.
2. Discuss "White Flight," Suburbanization, and the GI Bill and their contemporary

implications for social and economic inequalities.

Required Readings

1. Stern & Axinn (2018), Chapter 7, War and Prosperity, 1940-1968 (pages 205-2225 only)

2. 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 Eyes On the Prize (any one part of the instructor's choice): Awakenings 1954-1956 Americas Civil (Links to an external site.) Rights Movement (Links to an external site.)

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 (2013, Eds). Legacies of the War on Poverty. New York, NY Russel Sage Foundation. Chapter 1: Introduction n, pp. 1-36. ***Contemporary implications article.***

3. Harrington, M. (1962). The invisible land. In *The other America* (pp. 1 – 19). New York: Macmillan.

4. *The Civil Rights Act of 1964 and Voting Rights Act of 1965.* In G. Osofsky. (1967). *The Burden of Race,* (pp. 570-575). New York: Harper and Row. Also available on the web at: usinfo.state.gov/usa/infousa/laws/majorlaw/civilr19.htm and azimuth.harcourtcollege.com/history/ayers/chapter29/29.3.votingrights.html

Supplemental Readings

*   Adam, B.D. (1987) Gay liberation and lesbian feminism. In The rise of a gay and lesbian movement (pp. 75 – 101). Boston, MA: G. K. Hall.

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

Class Video

LBJ - The Great Society Summary (10 min)
https://www.youtube.com/watch?v=QOUpVm_lf0I

How the Civil Rights Act Changed America (8 min)
https://www.pbs.org/newshour/show/civil-rights-act-changed-america

Explore:

The Voting Rights Act at 50: How It Changed the World (w/ 1 min video clip)
https://time.com/3985479/voting-rights-act-1965-results/

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 Keyenesian 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*

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*

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)

Explore:

Reaganomics

https://www.ushistory.org/us/59b.asp

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

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.

Class Video

Welfare and the Politics of Poverty | Retro Report | The New York Times (14 min)

https://www.youtube.com/watch?v=Y9lfuqqNA_g

NPR podcast, "Counting US poverty: Is the new way better?" (11 min)
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

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]

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/

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=klR7TCPQh0c)
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)

Explore:

The U.S. Immigration Debate:
https://www.cfr.org/backgrounder/us-immigration-debate-
0?gclid=CjwKCAjwmMX4BRAAEiwA-zM4JhlaiD_62q-
fXzqd_YlKl9L05jmc1N6OpdKbBNTXbI21LAtKWAVPtBoC64UQAvD_BwE

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

Weekly Objectives

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

Required Readings

1. Thompson, L. H. (1994). The advantages and disadvantages of different social welfare strategies. Social Security Bulletin. (57), 3.

2. U.S. Government Accountability Office (2015). Federal Low-Income Programs: Multiple Programs Target Diverse Populations and Needs. *GAO-15-516*. [**Please focus on Appendix III on p.97 & Table 8 in the Appendix on p.104-109 for a detailed overview of U.S. Welfare Programs**] Retrieved from https://www.gao.gov/assets/680/671779.pdf

3. Adema, W. (2012). Setting the scene: The mix of family policy objectives and packages across the OECD. *Children and Youth Services Review*, *34* (Comparative Child and

Family Policy), 487-498. doi:10.1016/j.childyouth.2011.10.007

4. Moffitt, R. A. (2018). A Review of US Federal and State Means-Tested Programs. Michigan Retirement Research Center. WP2018-376. Retrieved from https://deepblue.lib.umich.edu/bitstream/handle/2027.42/142798/wp376.pdf?sequence=1&isAllowed=y [2-page summary available at https://mrdrc.isr.umich.edu/publications/briefs/pdf/rb376.pdf]

5. Lee, A. L., Aaronson, L., & Yan, L. (2018). The Safety Net Gets Much Closer. In Goldkind, L., Wolf, L., & Freddolino, P. (Eds)., *Digital Social Work: Tools for Practice with Individuals, Organizations, and Communities (*pp.202-215). Oxford University Press.

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.*

Class Video

Does a basic guaranteed income decrease the need for social services? (10 min)
https://www.youtube.com/watch?v=NCrBWSZJhMw

****

XVI. Course Assignments

1. Policy Journals

10% of final grade; Due 2nd, 3rd, 5th, 6th, 9th, and 10th modules

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**

Due Module 3

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): The Progressive Era**

The Case of Marie and her Sons
Please read your choice of article,
The case of Marie and her sons OR The New Jane Crow.

As detailed on your syllabus, write a **two to three** page response (double spaced). In the response, please address the following issues: Why am I asking you to read these articles? How does it relate to the historical material we are discussing? What historical themes are reflected in

this contemporary issue? Can our history help to inform our responses? Moreover, how does this article relate to some of the major themes we have been talking about in class thus far (such as, inequality in terms of gender, race and class; the role of the government at the federal, state, and local level in addressing social problems; beliefs about children and belief about the relationship between the state and the family). Refer to and properly cite course sources (readings, text, podcasts etc.) as appropriate Where should we be headed in terms of child welfare policy? Please submit by Day 7 11:59 pm EST.

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

1. Response to assignment questions: Please respond to all questions asked above (35%)
2. Relation to historical material: How do these articles relate to some of the major historical themes discussed in class (35%)
3. Writing: Is the paper well-written (grammar, organization, style)? Are sources properly cited (APA style)? (30%)

4. **Mini Analysis (2): The Paradoxical Era and the Reagan Years**

Please use scholarly resources to research changing rates of income inequality in the U.S and answer the following questions: Since the post WW II period, how have rates of income inequality, meaning the income gap between the high earners and low earners as well as between population quintiles, changed and what has contributed to these shifts? Please write a one to two page single spaced response. Please cite all your sources APA style and turn the assignment into the dropbox. One place to begin looking is on the Census Bureau's website Links to an external site.. *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)* Students may also find that the social work policy research guide is helpful. Students should cite a minimum of three scholarly sources.

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

1. Research: Were 3 scholarly articles or books (as described above) used to support your answer? (35%)
2. Did you respond to all the questions listed (35%)
3. Writing: Is the paper well-written (grammar, organization, style)? Are sources properly cited (APA style)? (30%)

.