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 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 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**


The textbook can be purchased at the Rutgers University Bookstore, at \url{www.efollet.com}, or at \url{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)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>92-100</td>
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<tr>
<td>B+</td>
<td>87-91</td>
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<tr>
<td>B</td>
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<td>C+</td>
<td>77-81</td>
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<td>C</td>
<td>70-76</td>
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<tr>
<td>F</td>
<td>0-69</td>
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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](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](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](https://www.apa.org/shop). The Purdue OWL website also provides assistance with APA style  
[https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

**Email Etiquette for Students**

[https://owl.english.purdue.edu/owl/resource/694/01/](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](https://www.rutgers.edu/academic-integrity) 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.”

**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.

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

#### Weekly Objectives

1. Define social welfare policy and welfare state
2. A brief overview of U.S. social welfare system
3. Identify the determinants of social welfare policy including social values and beliefs; social conflicts; and historical, political, economic and social conditions

#### Required Readings


#### Supplemental Readings


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

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]


dollars-go

**Supplemental Readings**


- 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

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**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**


**Supplemental Readings**


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


3. Who deserve government assistance?
https://www.wnycstudios.org/story/who-deserves-government-assistance?utm_source=Newsletter%3A+This+Week+On+WNYC&utm_campaign=9b8cfffad2d-EMAIL_CAMPAIGN_2018_03_26_COPY_01&utm_medium=email&utm_term=0_0473b3d0b8-9b8cfffad2d-65442277&mc_cid=9b8cfffad2d&mc_eid=5a22289b2a

Contemporary implication article & podcast

Supplemental Readings


**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](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](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**


Supplemental Readings


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 mins. (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


Contemporary implications article

4. Watch Ibram Kendi (Author of “How to Be an Antiracists) hosted by Aspen Ideas available at
**Supplementary Readings**


**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

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**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**


Updated September 2022


Supplemental Readings


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


**Class Video**

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

**Supplemental Readings**


**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)


   *Contemporary Implications Article*


**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**


**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


**Supplemental Readings**


**Class Video**

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

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

**Weekly Objectives**

1. Describe the impact of President Nixon and "the silent majority" on social welfare policy
2. Describe the goals and philosophy of the Reagan administration: including devolution, decentralization, privatization; individual responsibility; enacted budget changes and
their effects; and supply-side economics; and analyze their effects on social welfare policies and their contemporary implications
3. Explain the mixed economy of social welfare and its impact of social welfare provision
4. Articulate differences between Keynesian and supply side economics

**Required Readings**


2. [Choose one of the two below]


**Supplemental Readings**


**Class Video**

- Milton Friedman – The Negative Income Tax (Available at [https://www.youtube.com/watch?v=xtpgkX588nM](https://www.youtube.com/watch?v=xtpgkX588nM))
- Milton Friedman – The Welfare Establishment (Available at [https://www.youtube.com/watch?v=QJEP1BzSeMQ](https://www.youtube.com/watch?v=QJEP1BzSeMQ))

**Explore:**

Reaganomics

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


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


Class Video

Welfare and the Politics of Poverty | Retro Report | The New York Times (14 min)
NPR podcast, “Counting US poverty: Is the new way better?” (11 min)

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


Supplementary Readings


[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)

The Economics of Healthcare: Crash Course Econ #29 (available at [https://www.youtube.com/watch?v=cbBKoyjFLUY](https://www.youtube.com/watch?v=cbBKoyjFLUY))
Health of the Healthcare System (available at [https://www.youtube.com/watch?v=kIR7TCPQb0c](https://www.youtube.com/watch?v=kIR7TCPQb0c))
Health Reform Hits Main Street (available at [https://www.youtube.com/watch?v=vmdbllWOOzs](https://www.youtube.com/watch?v=vmdbllWOOzs))
The sentencing project: A 30-year march toward justice (available at [https://www.youtube.com/watch?time_continue=74&v=t5d6fxSGWS0](https://www.youtube.com/watch?time_continue=74&v=t5d6fxSGWS0))

Explore:
The U.S. Immigration Debate: [https://www.cfr.org/backgrounder/us-immigration-debate-0?gclid=CjwKCAjwmMX4BRAAEiwA-zM4JhlaiD_62q-FXzqd_YIKI9L05jmc1N6OpdBNTXbI21LaAtKWAVPtbOC64UQAVD_BwE](https://www.cfr.org/backgrounder/us-immigration-debate-0?gclid=CjwKCAjwmMX4BRAAEiwA-zM4JhlaiD_62q-FXzqd_YIKI9L05jmc1N6OpdBNTXbI21LaAtKWAVPtbOC64UQAVD_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


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


Supplementary Readings


Class Video

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

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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:

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 selecting 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, singed 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%)