

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

**Social Welfare Policy and Services
19:910:504 OL**

Term:
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.

As students read through this syllabus, they should also remember to **closely review the School-Wide Syllabus** in Canvas or the Student Handbook to find information on the School of Social Work mission statement and learning goals, school-wide policies (including academic integrity policies and the standardized attendance policy), and student resources and supports.

III. Place of Course in Program

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

IV. Council of Social Work Education's Social Work Competencies

The MSW and BSW 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. This course will assist students in developing:

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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.

[Explore the entire set of 2022 CSWE 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. 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.

VII. Attendance and Participation

Attendance

Please refer to the school-wide syllabus for the standard attendance policy for classes in on-the-ground (traditional) program, intensive weekend program (IWP), and asynchronous online program.

Late Assignments

Late assignments will not be accepted, unless the student has made arrangements prior to the assignment due date. The instructor reserves the right to reduce the letter grade for late assignments.

Participation

Students are expected to post to the threaded discussion board **twice** during the course of the week. Due dates are noted on Canvas. 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

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.

VIII. Course Requirements & 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.

IX. Course Assignments

All written assignments **must** follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not confirm to APA format.

1. Policy Journals

10% of final grade; Due 2nd, 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%)

X. Course Outline

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

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

Weekly Objectives

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

Required Readings

1. Lynch, J. (2015). A cross-national perspective on the American welfare state. In *Oxford Handbook of US Social Policy*. (pp.112-130). Oxford: Oxford University Press.
2. Finn, J. & Jacobson, M. (2013). Social Justice. In National Association of Social Workers and Oxford University Press (Eds) *Encyclopedia of Social Work*. 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>

Module 2: Political and Economic Contexts of Social Welfare Policies

Weekly Objectives

1. Structure of government, legislative process, and their impacts on social welfare policies
2. Federal and state revenues, budget, spending and their implications for social welfare

policies

Required Readings

**Please note that most readings listed below are short.*

1. How Laws Are Made and How to Research Them. [Please visit the following website and study (1) the Infographic and (2) Steps in Making a Law; and explore the following section (3) Find Federal Laws: <https://www.usa.gov/how-laws-are-made>]
2. Popple, P. & Leighninger, L. (2015). Chapter 11: Politics and social welfare policy (pp.245-261) in *The Policy-Based Profession: An Introduction to Social Welfare Analysis for Social Workers*: Pearson.
3. Steuerle, C.E. (1997). Devolution as Seen from the Budget. Urban Institute. Retrieved from <https://www.urban.org/sites/default/files/publication/66971/307034-Devolution-as-Seen-from-the-Budget.PDF>
4. Falk, G., Lynch, K. & Tollestrup, J. (2018) Federal Spending on Benefits and Services for People with Low Income: In Brief. Washington, DC: Congressional Research Service. Retrieved from <https://fas.org/sgp/crs/misc/R45097.pdf>
5. Policy Basics: Where do our federal tax dollars go? Retrieved from <https://www.cbpp.org/research/federal-budget/policy-basics-where-do-our-federal-tax-dollars-go>

Supplemental Readings

- Aaron, H. (2013, March 5). [A pop quiz about federal spending that may surprise you](https://www.brookings.edu/opinions/a-pop-quiz-about-federal-spending-that-may-surprise-you/). Real Clear Markets. (Available at <https://www.brookings.edu/opinions/a-pop-quiz-about-federal-spending-that-may-surprise-you/>)
- Visit the following website and explore on the topic “budget of the U.S. government” and “Data and Statistics about the U.S.”
<https://www.usa.gov/>
<https://www.usa.gov/budget>
<https://www.usa.gov/statistics>

Class Video

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

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>

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

Weekly Objectives

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

Required Readings

1. Stern & Axinn (2018). Chapter 2, The Colonial Period 1647-1776 and documents.
2. Mabie, M.C.J. (1987). The Constitution of the United States of America. In *The Constitution: Reflection of a changing nation* (pp. 105-28). New York: Henry Holt and Co. (Can also be retrieved from: <http://leweb2.loc.gov/const/const.html>).
3. Who deserve government assistance?
https://www.wnystudios.org/story/who-deserves-government-assistance?utm_source=Newsletter%3A+This+Week+On+WNYP&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

- 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>

Module 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, PARIAS:Free Negroes.
- Commager, H. S. (1960). *The Era of Reform*. Princeton, NJ: Van Nostrand. Readings 20, 37, and 38. Reading No. 20, The Seneca Falls Declaration of Independence (1848); No. 37. Abraham Lincoln on the vital importance of education, 1832; No. 38, Thaddeus Stevens, plea for public education in Pennsylvania (1838)

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. (Filmmakers Library, 1991), 41:26 mins. (*Available through Rutgers Library. Login with your Rutgers NETID.*)

Module 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_keyword=ibram%20kendi&gclid=EAIaIQobChMI44m4tqCv6gIVjZyzCh0HYw6aEAAyAiAAEgIlj_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>

Module 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

- Hull House Virtual tour for images of Hull House:
<https://www.hullhousemuseum.org/virtual-tours-at-hullhouse>
- 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:

- [The Women of Hull House Part 1](#)
- [The Women of Hull House Part 2](#)

Module 8: 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.”

Module 9: The Depression and the New Deal: 1930-1948

Weekly Objectives

1. Describe the emergence of the modern welfare state: differentiate public assistance programs from social insurance programs and analyze these in relation to residual and institutional approaches to social welfare
2. Describe the contemporary connections of the social safety net to its conceptual origins of cash assistance, social security, Unemployment Insurance, et al.
3. Analyze the responses of Hoover vs. FDR in terms of economic liberalism / Keynesian economics

Required Readings

1. Stern & Axinn (2018). Chapter 6, The Depression and the New Deal: 1930-1940 and Documents
2. Martin, P. & Weaver, D. (2005). Social Security: A program and policy history. *Social Security Bulletin*, 66(1), Retrieved from https://www.law.cornell.edu/socsec/spring01/course/readings/ssb_v66n1p1.pdf

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.

Module 10: From World War II to the 1970s

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.
3. Analyze the programs of the War on Poverty and Great Society
4. Discuss the contemporary connections with the social programs of the 1960s-HeadStart, Community Action, Medicaid, Medicare

Required Readings

1. Stern & Axinn (2018), Chapter 7, War and Prosperity, 1940-1968 (pages 205-2225 only)
2. Bailey, M. & Danziger, S (Eds). Legacies of the War on Poverty. New York, NY Russel Sage Foundation. Chapter 1: Introduction n, pp. 1-36. ***Contemporary implications article.***

3. 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.
4. 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/>
5. Harrington, M. (1962). *The invisible land*. In *The other America* (pp. 1 – 19). New York: Macmillan
6. 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.
7. 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

Module 11: 1970s and 1980s

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

Required Readings

1. O'Connor, J. (1998). U.S. social welfare policy: The Reagan record and legacy. *International Social Policy*. 27(1), 37-61.
2. 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>

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*
- Reaganomics: <https://www.ushistory.org/us/59b.asp>

Videos

- 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>

Module 12: 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 *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

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.

Video and Podcast

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>

Module 13: 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.
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]

Videos and Podcast

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)

Module 14: Overview of U.S. Welfare Programs

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

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.

Videos

- [The Rise of the Middle-Class Safety Net](#) (3 min)
- [Does a basic guaranteed income decrease the need for social services?](#) (10 min)

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*.