



Course Syllabus

SW 530 Introduction to Social Welfare Policy and Services

Fall 2018

Section 004 : Tuesday 9am – noon (B684)

Section 008: Wednesday 9am – noon (B760)

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1. Course Description:

This course surveys the history of social welfare policy, services, and the social work profession. It explores current social welfare issues in the context of their history and the underlying rationale and values that support different approaches. Emphasis is placed on major fields of social work service such as: income support, health care, child welfare, and services to the elderly. Analytic frameworks with regard to social welfare policies and services are presented. These frameworks identify strengths and weaknesses in the current social welfare system with respect to multiculturalism and diversity; social justice and social change; behavioral and social science theory and research; and social work relevant promotion, prevention, treatment, and rehabilitation programs and services in relation to diverse dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation).

2. Course Content:

There are four main content areas for the course.

1. The philosophic and practical basis for social welfare provisions, including consideration of the respective roles and relationships of:
 - the individual
 - the family

- the community, groups, educational settings, churches, and workplaces
 - the nonprofit sector
 - the government at various geographic levels.
2. The history of the social work profession:
 - from the altruistic philanthropist to the development of professional practice
 - the emergence of distinct methods of practice in their historical context
 - the influence of religious values, ethics, and social and political climates on the profession's development
 - the emergence of specific policies and programs within their historical, social and political contexts.
 3. A critical analysis of current social welfare policies, and programs, nationally and cross-nationally with attention to:
 - the strengths and weaknesses of various policies and programs
 - evolving population needs
 - the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation issues, and social justice/social change perspectives.
 4. Descriptions and analyses using recent social science theory/research knowledge of major areas of social welfare provision and patterns of their delivery, including, but not limited to:
 - services for families, children, adolescents, adults, and the aging (including income support, protective services, health and mental health, corrections and criminal justice, and education) including those targeted toward promotion, prevention, treatment, and rehabilitation
 - community service programs.

3. Course Competencies and Practice Behaviors:

This course addresses the following competencies and practice behaviors:

COMPETENCY 3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

COMPETENCY 4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity,

gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

4.1 recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

COMPETENCY 5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

5.1 understand the forms and mechanisms of oppression and discrimination.

5.3 engage in practices that advance social and economic justice.

COMPETENCY 6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

6.2 use research evidence to inform practice.

COMPETENCY 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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

8.1 analyze, formulate, and advocate for policies that advance social well-being.

COMPETENCY 9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

4. Course Objectives.

Upon completion of the course, students will be able to:

- A. Describe the historical basis for the current U.S. social welfare system, including the history and role of the social work profession (Practice Behaviors 4.1, 5.1, 9.1).
- B. Describe and critically analyze current social welfare policies, procedures, and programs including the role of behavioral and social science research and theory in their evolution (Practice Behaviors 3.1, 4.1, 5.3, 9.1).
- C. Discuss the strengths and limitations of the current social welfare system in terms of the functions of the provision of basic needs, protection of the vulnerable, prevention, promotion, treatment, rehabilitation, protection of society, and provision of social control. This discussion will incorporate state, national, and cross-national analyses (Practice Behaviors 4.1, 5.1, 6.2, 9.1).
- D. Describe and critically analyze major fields of social welfare service provision from a multicultural perspective, including for example, income security, health and mental health services, child welfare, educational practices, services to the elderly, and corrections (Practice Behaviors 3.1, 4.1, 5.1, 6.2, 8.1, 9.1).
- E. Discuss and critically analyze current debates, trends, and ethical issues in some specific fields of service presented in the course including the implications for social work practice and promoting social justice and social change (Practice Behaviors 4.1, 5.1, 5.3, 6.2, 8.1, 9.1).

5. Course Design:

It is anticipated that the multiple sections of this course will be coordinated; and lectures, assignments, readings, class exercises, and examinations will be shared across instructors. Various classroom teaching strategies may be used, including lecture, multimedia presentations, video documentaries, small and large group discussion, and presentations by students and guest lecturers.

5. Relationship of the Course to Four Curricular Themes:

- **Multiculturalism and Diversity.** The course examines how the diverse dimensions (such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) of individuals and groups influence their perspectives of and experiences with social welfare policies and

- practices. Specific fields of service are critically analyzed from multicultural, historical, and/or cross-national perspectives.
- Social Justice and Social Change. The course critically analyzes current trends and ethical issues and their implications for promoting social justice and social change.
 - Promotion, Prevention, Treatment, and Rehabilitation. The course gives attention to the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation.
 - Behavioral and Social Science Research. Analytic frameworks drawn from behavioral and social science literature and research are presented for each field of service.

6. Relationship of the Course to Social Work Ethics and Values:

The historical overview in this course includes an analysis of the value base of the profession. Ethical responsibilities of social workers within fields of service will be reviewed. Differences among codes of ethics for several social work professional organizations will also be explored.

7. Intensive Focus Statement on Privilege, Oppression, Diversity, and Social Justice (PODS):

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

8. Textbook, Canvas Readings, and Supplementary News Media Recommendations

Recommended Books:

- (1) Edin, Kathryn and H. Luke Shaefer. (2015). *Two dollars a day: Living on almost nothing in America*. New York: Houghton Mifflin Harcourt.
- (2) Stern, Mark J. (2015). *Engaging social welfare: An introduction to policy analysis*. New York: Pearson Education. A few copies of the book are on reserve for SW 530 in Askwith Media Library, 2nd floor, Room 2002, Shapiro Undergraduate Library.
- (3) DiNitto D. & Johnson, D. (2016). *Social welfare: Politics and Public policy (8th ed.)*. Pearson.

Articles: Those listed as required are available through the course Canvas site in the Files section, organized by each class session #, as shown in the syllabus. Some have a URL link listed in the syllabus. Most but not all recommended readings are available in Canvas.

*Instructor reserves the right to change reading assignments. All changes will be announced via canvas at least 5 days prior to the corresponding session.

Students are required to read the “Required Reading” prior to each week’s discussion. The “Recommended Reading” is listed for your further reading. The wider the review of the materials each student has prepared, the richer the class discussion can be.

Important, Supplementary Media

1. The best way to keep current on policy issues is to regularly read a major newspaper, such as the New York Times (www.nytimes.com) or The Washington Post (www.washingtonpost.com). The Wall Street Journal, although focused on business issues, often has very good feature articles on domestic policy. As with all newspapers, one should be careful to distinguish between the news reports and the editorial commentary.
 - a. The **NYT** also offers a student discount rate on student subscriptions to hard copy editions.
2. News reports and feature shows (such as on MSNBC, CNN or ABC Nightline) are another source of information about current policy issues. The PBS News Hour on Public Television and New York Times podcast the Daily are some of the excellent sources of more in-depth discussion of ongoing and emerging policy issues.

Additional Recommended Media

- Local Newspapers (Ann Arbor, Detroit);
- CNN News and Policy discussions;
- “All Things Considered” and/or “Morning Edition” on National Public Radio. This can be accessed locally via WKAR-FM (90.5) or WUOM-FM (91.7).
- Evening Network News - (CBS, ABC, NBC).
- On line news magazines such as The Atlantic Monthly, Time, the Economist, U.S. News & World Report, The New Republic

9. Assignments and Grading

A) Hot Topics Assignment – see handout and on Canvas

1. Follow a topic in the news (2 mini-assignments due Sept 11/12 and Sept 25/26; 5%)
2. Historical Debates Paper (Due Oct 23/24; 30%)
3. Policy Memo Paper (Due Nov 27/28; 30%)

B) Final Exam - The final is a take-home exam in essay question format. The exam will be short answer essays, covering material in readings and emphasized in class lectures, handouts and discussion. It will review material from the whole semester and there will be choices in which essays you answer. **Distributed December 4/5th. Due: December 14/15.** The final exam is worth 30% of the final grade.

Students are expected to arrive on time and stay throughout all class sessions. Attendance will be taken. Students are responsible for securing lecture notes and handouts when circumstances require them to be absent.

I hope that all students will work with me to create and foster a learning environment that promotes professional socialization and respectfulness, and broadens our mutual awareness of human differences and diversity. Students will be encouraged in this class to examine how the structure of our current social welfare systems evolved from and may still reflect biases and negative beliefs about certain populations. Questioning and disagreeing are all part of the learning process, and I would encourage all students to engage in these activities with thoughtfulness and respect.

Ample opportunities will be given for students to participate, including short, in-class exercises and break-out group discussion sessions. Good attendance and active participation will be rewarded when calculating the final grade. More than 2 unexcused absences will result in the lowering of your grade.¹

Assignment Submission Procedure

All written assignments, except the minis under 'Follow a topic in the news' (which you should submit hard copies on the respective due dates), must be submitted via canvas-Assignment (attached as a MS word document). The submission closes at 5pm on the due date. Late submission may not get through the system. With legitimate reasons, I may consider accepting late submission but points may be deducted. In general, I don't allow rewriting of a graded assignment but I am happy to meet with you to discuss the assignment before it's due. I will grade your assignments submitted on line anonymously. Please put your student ID, not your name, on the first page of your paper. After I have read and graded all the papers and exams, I will determine which paper belongs to whom.

Summary of Due Dates and Grade Percentages

	Due dates	Grade %
Follow a topic in the news (2 mini-assignments)	Sept. 11/12 and Sept. 25/26	5%
Historical debates paper	Oct. 23/24	30%
Policy memo paper	Nov. 27/ 28	30%
Final essay exam (accessible via canvas on Dec. 4/5)	Dec. 14/ 15	30%
Attendance and participation	Throughout semester	5%

Grades

¹ I recognize that illness and other unforeseen emergencies may arise over the course of the term. Please contact me as soon as possible if you are ill or encounter an issue that would lead you to miss class. In the event of severe weather, I will try to make arrangements for an alternative forum for class.

The criteria for each grade are as follows:

- A+, A, A- Superlative mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A and A- is based on the degree to which excellence in these skills are demonstrated.
- B+ Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.
- B Mastery of subject content at level of expected competency – meets course expectations
- B- Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.
- C or C- Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.
- F Student has failed to demonstrate minimal understanding of subject content.

Notes on Grading:

1. Class attendance and class participation are considered essential for this course. Therefore you are expected to attend, be prepared, and make reasonable contributions to enhance the class discussion. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to be in class.
2. It is best not to assume you will receive an “A” in this course. The instructor grades on a relative, not absolute, grading scale. Since virtually all of you were “A” students as undergraduates there will be a natural and necessary redistribution at the graduate level.
3. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments not on nebulous references to “fairness.” The instructor reserves the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted up or down.

General Expectations for Written Work

Written work will be evaluated in relation to how well it addresses the topic and the clarity of presentation. It is important to follow assignment instructions carefully and to read and re-read work before turning it in. If possible, you should have someone who is unfamiliar with your subject read your paper before you submit it. Ask them to read for clarity of your writing, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful, but not as reliable as a human reader.

Students are expected to avoid “language that might imply sexual, ethnic, age or other kinds of discrimination, stereotyping, or bias” (*Health and Social Work, 11:3, Summer 1986*).

Writing Assistance

Social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the **U-M SSW Career Services office**. Students may schedule an appointment and bring a draft of their paper (at any stage). Email Betsy Williams at betsywil@umich.edu or call [734-763-6259](tel:734-763-6259). You can find helpful resources linked from ssw.umich.edu/writing-help

In addition, the **Sweetland Writing Center** (SWC) is located at 1310 North Quad (corner of W. Washington and State St.). Graduate students are eligible for seven sessions per semester. For help with your paper, please feel free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar, and craft effective prose. You can register with them on line and schedule an appointment: Website: <http://www.lsa.umich.edu/sweetland/>

Finally, another resource is the **English Language Institute**: <http://www.lsa.umich.edu/eli>

Plagiarism

Representing someone else's words, statements, ideas or works as one's own without proper acknowledgement or citation – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School's policies on academic and professional conduct:

<http://ssw.umich.edu/msw-student-guide/section/1.12.00>

Another helpful resource can be found at: <http://guides.lib.umich.edu/swintegrity>

Note that using Web resources increases the risk of “accidental plagiarism.” Do not let that happen.

Students with Disabilities

The School of Social Work has policies and services to provide equitable educational opportunities for students with documented disabilities in all programs and activities. Students with disabilities who require academic adjustments are encouraged to contact their instructors at the beginning of the semester to discuss their specific needs.

To find out more about services, register for services, or volunteer as a reader, note taker, or tutor, contact the University's Services for Students with Disabilities, G664 Haven Hall, Ann Arbor, MI 48109-1045, [734-763-3000](tel:734-763-3000). Hours are 8 a.m. to 5 p.m. Monday through Friday. Students with disabilities may also contact Nyshourn Price, LMSW in the Office of Student Services (ndp@umich.edu) or Mary Eldridge (hedgem@umich.edu) in the Office of Field Instruction for further information.

Health and wellness services

Health and wellness situations or circumstances may impede student success within the program. Students should feel free to contact the School's Health and Wellness Advocate

Nyshourn Price listed above.

10. Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least two emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcpliance@umich.edu.

Office of Student Services

School of Social Work | Room 1748

[734-936-0961](tel:734-936-0961)

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

11. Schedule of Class Sessions & Reading Assignments

SEPTEMBER 4/5 (SESSION 1): Overview of the Course and Assignments

What is social welfare policy? Why should social workers care about social welfare policy and history? What is “fair” and “just”? In-class exercise on allocation.

Recommended Reading:

- Stern chapter 1 (pp. 1-21) (in canvas)
 - Michael Reisch (2002). Defining social justice in a socially unjust world. *Families in Society: Journal of Contemporary Human Services*, 83 (4). Pp. 343-354.
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SEPTEMBER 11/12 (SESSION 2): Historical Context—From Poorhouse to Progressive Eras

Mini Assignment 1 DUE

Required Reading:

- Reisch (2017). U.S. social policy and social welfare: A historical overview (read pp. 53-72)
- Abramovitz, M. (1996). Women and the Poor Laws in Colonial America,” in *Regulating the Lives of Women*, 2nd edition, Boston: South End Press, pp. 75-105.
- Lasch-Quinn, Elisabeth (1993). The mainstream settlement movement and Blacks. In *Black Neighbors: Race and the Limits of Reform in the American Settlement House Movement, 1880-1945*, pp. 9-46.

Recommended Reading:

- Rabinowitz, H.N. (1974). From exclusion to segregation: Health and welfare services for southern Blacks, 1865-1890. *Social Service Review*, 84(3): 327-354.
 - Tratter, W.I. (1999). The settlement house movement. *From Poor Law to Welfare State* (Ch.8). NY: Free Press, pp. 163-191
 - Kogut, A. (1970). The Negro and the Charity Organization Society in the Progressive Era. *Social Service Review*, 44, 11-21.
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SEPTEMBER 18/19 (SESSION 3): Historical Context—The New Deal, the War on Poverty, and the War on Welfare

Required Reading:

- Reisch (2017). U.S. social policy and social welfare: A historical overview (read pp. 72-98)
- Barusch A. (2009). The Social Security Act. In *Foundations of Social Policy* (Chapter 4).
- Rose, N. (1990). Discrimination against Women in New Deal Work Programs. *Affilia* 5, 25-45.
- Abramovitz, M. & Hopkins, T. (1983). Reaganomics and the Welfare State. *Journal of Sociology and Social Welfare*, 10(4), 563-574.

Recommended Reading:

- Tratter, W. (1999). Depression and the New Deal (Ch. 13) and From World War to Great Society (Ch. 14). *From Poor Law to Welfare States*. NY: Free Press.
- Longmore, P.K. & Goldberger, D. (December 2000). The League of the Physically Handicapped and the Great Depression. *The Journal of American History* 87(3): 888-922.
- Harrington, M. (1962). The Invisible Land. In *The Other America: Poverty in the United States*.

SEPTEMBER 25/26 (SESSION 4): History of the Social Work Profession

Mini Assignment 2 DUE

- Shoemaker, L. M. (1998). Early conflicts in social work education. *Social Service Review*, 72(2), 182-191.
- Rodems, E. S., Shaefer, H.L., & Ybarra, M. (2011). The Children's Bureau and the passage of the Sheppard-Towner Act of 1921: Early social work macro practice in action. *Families in Society*, pp. 358-363.
- Courtney, M. (1992). Psychiatric social workers and the early days of private practice. *Social Service Review*, 66, 199-213.

Recommended Reading:

- Diner S. (1970). Chicago social workers and Blacks in the Progressive Era. *Social Service Review*, 44, 393-410.
 - Park, Y. (2008). Facilitating injustice: Tracing the role of social workers in the WWII internment of Japanese Americans. *Social Service Review*, 82, 447-483.
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OCTOBER 2/3 (SESSION 5): Immigration and Social Welfare: Historical Roots and Contemporary Debates

Required Reading:

- Fox, C. (2012). Race, immigration and the American Welfare State (Chapter 1). In *Three Worlds of Relief: Race, Immigration, and the American Welfare State from the Progressive Era to the New Deal*.
- Chinn, S. (2017). Trump and Chinese exclusion: Contemporary parallels with legislative debates over the Chinese Exclusion Act of 1892. *Tennessee Law Review*, 84, 681-730.
- Blitzer, J. (2018, April 19). In rural Tennessee, a big ICE raid makes some conservative voters rethink Trump's immigration agenda. *The New Yorker*. (<https://www.newyorker.com/news/dispatch/in-rural-tennessee-a-big-ice-raid-makes-some-conservative-voters-rethink-trumps-immigration-agenda>)

Recommended Reading:

- Betten, N. & Mohl, R.A. (1986). From discrimination to repatriation: Mexican life in Gary, Indiana, during the Great Depression," in Raymond A. Mohl and Neil Betten, *Steel City: Urban and Ethnic Patterns in Gary, Indiana, 1906-1950*, New York: Holmes & Meier, pp. 124-142
 - Fox, C. (2012). Three worlds of race, labor, and politics (Chapter 2). In *Three Worlds of Relief: Race, Immigration, and the American Welfare State from the Progressive Era to the New Deal*.
 - Leon, A. & Ortega, D. (2011). Immigration, dehumanization, and resistance to U.S. immigration policies: Pushing against the boundary. In *Social Welfare Policy: Regulations and Resistance among People of Color (Chapter 10, pp. 237-254)*. Thousand Oaks: Sage.
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OCTOBER 9/10 (SESSION 6): Politics and Economics

Guest lecture by Dr. Roland Zullo

Required Reading:

- Stern Chapter 2 (pp. 23-52) (in Canvas)
 - State Policy Network (April 22, 2016 letter)
(https://www.scribd.com/document/357557503/State-Policy-Network-letter?secret_password=Rpb0TAf20jvgqThUITUz#fullscreen&from_embed)
 - Irwin N. (New York Times September 3, 2017). To Understand Rising Inequality, Consider the Janitors at Two Top Companies, Then and Now
(<https://www.nytimes.com/2017/09/03/upshot/to-understand-rising-inequality-consider-the-janitors-at-two-top-companies-then-and-now.html>)
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October 16/17 (Fall Break, No Class)

OCTOBER 23/24 (SESSION 7): The Federal Budget

Historical Debate Paper DUE

Required Reading:

- Staller, K. M. (2014). “Federal and state budget basics for social workers: Social welfare impact and social justice implications.” In Michael Reisch (Ed). *Social policy and social justice*, Thousand Oaks: Sage, pp. 215-236.
- Pew Research Center (April 6, 2016). The biggest U.S. tax breaks
(<http://www.pewresearch.org/fact-tank/2016/04/06/the-biggest-u-s-tax-breaks/>)
- NYT. How the Trump tax cut is helping to push the federal deficit to \$1 trillion. July 25, 2018. (<https://www.nytimes.com/2018/07/25/business/trump-corporate-tax-cut-deficit.html>)

Recommended Reading:

- Center on Budget and Policy Priorities (2017). Policy basics: introduction to the federal budget process (<https://www.cbpp.org/research/policy-basics-introduction-to-the-federal-budget-process>)

- Center on Budget and Policy Priorities (2016). Policy Basics: Federal Tax Expenditures (<https://www.cbpp.org/research/federal-tax/policy-basics-federal-tax-expenditures>)
 - CBPP (2016). Where do our federal tax dollars go?
 - Urban Institute (undated). State and local Expenditures. Washington, D.C. (Also available at <https://www.urban.org/policy-centers/cross-center-initiatives/state-local-finance-initiative/projects/state-and-local-backgrounders/state-and-local-expenditures> for hyperlinks)
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OCTOBER 30/31 (SESSION 8): Poverty and Inequality

Required Reading:

- DiNitto D. & Johnson, D. (2016). What is poverty? In *Social Welfare: Politics and Public Policy* pp. 107-128. (8th ed.). Pearson.
- Edin, Kathryn and H. Luke Shaefer. (2015). Perilous work (Chapter 2) and A room of one's own (Chapter 3). In *Two Dollars a Day: Living on Almost Nothing in America*. NY: Houghton Mifflin Harcourt. (please get the book)
- Rector, R., & Sheffield, R. (2011). Understanding poverty in the United States: Surprising facts about America's Poor. Heritage Foundation.
- Cassidy, J (March 26, 2014 New Yorker). Piketty's inequality story in six charts. (<http://www.newyorker.com/news/john-cassidy/piketys-inequality-story-in-six-charts>)

Recommended Reading:

- Glennerster, h. (2002). United States poverty studies and poverty measurement: The past 25 years. *Social Service Review*, 79(1), 83-107.
- Danziger, S. (2007). "Fighting poverty revisited: What did researchers know 40 years ago? What do we know today?" *Focus*, 25 (1), 3-11.
- NPR (2015). The fall and rise of U.S. Inequality, in 2 graphs. (<https://www.npr.org/sections/money/2015/02/11/384988128/the-fall-and-rise-of-u-s-inequality-in-2-graphs>)
- Pew Research Center (2015). The Many Ways to Measure Economic Inequality. (<http://www.pewresearch.org/fact-tank/2015/09/22/the-many-ways-to-measure-economic-inequality/>)

NOVEMBER 6/7 (SESSION 9): The Safety Net Today

Required Reading:

- Edin, Kathryn and H. Luke Shaefer. (2015). Welfare is dead (Chapter 1). In *Two Dollars a Day: Living on Almost Nothing in America*. (please get the book)
- Reveal Podcast (2016). A welfare check. (<https://www.revealnews.org/episodes/a-welfare-check/>)
- Marr, C., Huang, C-C. et al. (2015). EITC and Child Tax Credit Promote Work, Reduce Poverty, and Support Children's Development, Research Finds. (<https://www.cbpp.org/sites/default/files/atoms/files/6-26-12tax.pdf>)
- Center for Poverty Research. "What are the Major Federal Safety Net Programs in the U.S.?" (<https://poverty.ucdavis.edu/article/war-poverty-and-todays-safety-net-0>)
- Do work requirement for welfare recipients work? <https://www.marketplace.org/2018/04/13/economy/welfare-job-requirement-trump-proposal-history> (audio)

Recommended Reading:

- Danziger, S. K. (2010). "The decline of cash welfare and implications for social policy and poverty." *Annual Review of Sociology* 36, pp. 523-545.
- Floyd, I. Pavett, L., & Schott, L. (2017). TANF reaching few poor families. (<https://www.cbpp.org/research/family-income-support/tanf-reaching-few-poor-families>)
- Pew Research Center (2013). The politics and demographics of food stamp recipients (<http://www.pewresearch.org/fact-tank/2013/07/12/the-politics-and-demographics-of-food-stamp-recipients/>)
- Shaefer, H.L., & Edin, K. (2013). "Rising extreme poverty in the United States and the response of means-tested transfers." *Social Service Review*, 87, 250-268.
- Trump wants to slash welfare with stricter work requirements (<https://www.vox.com/2018/4/10/17221292/trump-welfare-executive-order-work-requirements>)
- Social Security Keeps 22 Million Americans out of poverty: A state-by-state analysis

NOVEMBER 13/14 (SESSION 10): Alternative Anti-Poverty Approaches and Housing

Required Reading:

- Children's Savings Account (<https://www.mott.org/work/education/college-and-career/childrens-savings-accounts/>) (video)
- Paul, M., Darity, W. and Hamilton, D. (2018 March 9). *A Federal Jobs Guarantee---A Policy to Achieve Permanent Full Employment*. Center on Budget and Policy Priorities. (<https://www.cbpp.org/research/full-employment/the-federal-job-guarantee-a-policy-to-achieve-permanent-full-employment>)
- Who really stands to win from universal basic income? *The New Yorker*, July 16, 2018. (<https://www.newyorker.com/magazine/2018/07/09/who-really-stands-to-win-from-universal-basic-income>)
- Stern, M. Housing and community development (Chapter 6, read pp. 118-141)

Recommended Reading:

- Elliot, W. (2018). An asset-building agenda for the twenty-first century: giving families something to live for. *Journal of Children and Poverty*, DOI: 10.1080/10796126.2018.1493802
- Money for nothing: the truth about universal basic income. *Nature*. News Feature. May 30, 2018. (<https://www.nature.com/articles/d41586-018-05259-x>)
- Boots, S., Macomber, J., & Danziger, A. (2008). Family security: Supporting parents' employment and children's development.
- Ray, N. (2007). *Lesbian, Gay, Bisexual, and Transgender Youth: An Epidemic of Homelessness*. Washington, DC: National Gay and Lesbian Task Force Policy Institute, National Coalition for Homeless. (http://www.thetaskforce.org/static_html/downloads/HomelessYouth.pdf) (Executive summary; pp. 1-7).
- The racial segregation of American cities was anything but accidental. *Smithsonian.com* (<https://www.smithsonianmag.com/history/how-federal-government-intentionally-racially-segregated-american-cities-180963494/>)
- Trump administration wants to raise rents and require work for housing subsidies. *Washington Post*, April 25, 2018. (<http://www.latimes.com/business/la-fi-low-income-rents-rise-20180425-story.html>)

NOVEMBER 20/21 (THANKSGIVING, NO CLASS)

NOVEMBER 27/28 (SESSION 11): Health Care Policy

Policy Memo DUE

Required Reading:

- Kaiser Family Foundation, Summary of Affordable Care Act. (skim)
<http://kff.org/health-reform/fact-sheet/summary-of-the-affordable-care-act/>
- Andrews, C. (2014). "Unintended consequences: Medicaid expansion and racial inequality in access to health insurance." *Health Social Work*, 39, 131-133.
- Stroumsa, D. (2014). The state of transgender health care: Policy, law, and medical framework. *American J. of Public Health*, 104, e31-38.
- Galea, S. (2017). Is the U.S. ready for a single-payer health care system? *Harvard Business Review*, July 18, 2017. (<https://hbr.org/2017/07/is-the-u-s-ready-for-a-single-payer-health-care-system>)

Recommended Reading:

- Center for Healthcare Research & Transformation (2014). Cost containment in the Affordable Care Act: An overview of policies and savings.
(<http://www.chrt.org/publication/cost-containment-affordable-care-act-overview-policies-savings/>)
 - The Washington Post (Dec. 16, 2016). Why do Republicans want to repeal Obamacare so much? Because it would be a big tax cut for the rich.
(https://www.washingtonpost.com/news/wonk/wp/2016/12/16/why-do-republicans-want-to-repeal-obamacare-so-much-because-it-would-be-a-big-tax-cut-for-the-rich/?utm_term=.651884ce1192)
 - Implications of work requirements in Medicaid: What does the data say? Kaiser Family Foundation. Issue Brief, 2018. (<https://www.kff.org/medicaid/issue-brief/implications-of-work-requirements-in-medicaid-what-does-the-data-say/>)
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DECEMBER 4/5 (SESSION 12): Services for Older Adults and Children

Final Exam Distributed

Required Reading:

- Anchenbaum, W. A. & Carr, L. C. (2014). A brief history of aging services in the United States. *Generations*, 38, 9-13.
- Hudson R. (2010). Contemporary challenges to aging policy. In *The New Politics of Old Age Policy* (2nd. Ed.), Chapter 1 (pp.3-20). Baltimore, MD: Johns Hopkins University Press.
- Staller, K. M. (2010) “Children’s rights, family rights: Whose human rights?” *International Review of Qualitative Research*
- McGowan, B. G. (2005). “Historical evolution of child welfare services.” In Mallon G.P. & Hess P.M. (eds.) *Child Welfare for the 21st Century*. NY: Columbia U. Press, pp. 10-46.

Recommended Reading:

- Burr, J., Mutchler J. & Gerst, K. (2010). Public policies and older populations of color. In *The New Politics of Old Age Policy* (2nd. Ed.), Chapter 8 (pp.160-182). Baltimore, MD: Johns Hopkins University Press.
- Wacker, R.R., & Roberto, K.A. (2014). Legislative foundations for programs, services, and benefits supporting older adults (Chapter 2, read pp. 12-35). In: *Community Resources for Older Adults*. Los Angeles, Sage.
- Lepore J. (2016). Baby Doe—a Political History of Tragedy. In *the New Yorker* Feb. 1, 2016 Issue.

Reminder: Final Exam DUE December 14/15 (10 days after distribution), 5 pm