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Program in Public Policy
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34:833:585:01
Thurs: 1:10-3:50
CSB 369
FALL 2009

The Social Policy Process

Why do certain social problems persist over lengthy periods of time? Are some issues, such as poverty, child abandonment, and lack of health care “facts of life” that should simply be accepted as the price to be paid for living in a modern, industrialized society? Or does the government simply lack the will and the political support to implement potential solutions?

This course is designed to help you think analytically about social policy problems and the politics that either expand or contract the scope of conflict around them. Rather than relying on one methodological and/or theoretical lens, this course will draw upon insights from various disciplines—political science, economics, sociology, and history—to explore the evolution of contemporary social policymaking.

We begin with an introduction to the social policy process before quickly turning to theories that explain the growth of the American welfare state from a historical perspective. What programs are available in the United States and how are these services administered? How can we account for the development of these particular patterns of policymaking? Next, we will explore the welfare system in a comparative context. Is there a uniquely “American” welfare state? Is the United States truly a “laggard” in social welfare evolution, especially in light of how other countries have chosen to deliver services? After considering the comparative framework, we will delve into modern social policy dilemmas with respect to agenda-setting and implementation. How do we, as a society, decide which services we want to provide to those in need? How do we determine the most suitable institutional vehicles for delivering these goods? Last, we will delve into three topics that are currently dominating the policy landscape and apply what we have learned throughout the semester to devise both economically and politically feasible solutions.

In sum, the course will be divided into five broad sections.

- I. Introduction
- II. The Historical Development of the U.S. Welfare State
- III. The American Welfare System in a Comparative Context
- IV. Dilemmas in Social Policymaking
- V. Contemporary Social Policy Issues

Course Requirements:

Class sessions will be organized as follows. During the first hour, I will lecture on the topic scheduled for that day. The second hour will be devoted to class discussion/group projects.

There will be one mid-term exam. The exam will focus heavily on applying the weekly readings to lecture material.

Students must also write two short policy briefs (8-10 pages). For the first paper, students will describe how one particular theory of the welfare state has informed the debate around a particular social issue. For the second paper, students will select one major policy dilemma covered in class (i.e., values, budget politics, federalism, privatization, targeted spending) that has shaped the debate around another particular social issue. For both papers, students will be expected to include the following: (1) Thesis, (2) Background on the theory of the welfare state (1st paper) or policy dilemma (2nd paper) under consideration, (3) Background on the social policy issue under consideration, (4) An analysis of how #2 and #3 interrelate, and (5) An analysis of how you see the policy issue unfolding in the future (critique/recommendations). Students will present both papers orally to the class.

Grades will be calculated based on points as follows:

- A. Mid-term: 20 points
- B. 2 Policy Papers: 35 points each (70 points total)
- C. 1 oral presentation based on second paper: 10 points

GRADING POLICY: 90-100:A; 87-89:B+; 80-86:B; 77-79:C+; 70-76:C; 69 and below is a failing grade. Papers are due **AT THE BEGINNING** of class (within the first 5 minutes of class starting); students will lose 3 points if they are turned in after the start of class or after class and 3 points per day after that (i.e. the best grade one can get on a 10 point assignment would be 7 points). Papers are due in hard copy form only. All students must also upload a copy of their papers to Sakai under the "Assignments" tab. No exceptions. Violations of academic integrity will be taken very seriously. Definitions of plagiarism and other violations, along with their penalties, are posted in a document on Sakai called "Academic Integrity." Each student is responsible for reading and understanding this document. Papers will be run through Turnitin.com, an anti-plagiarism service.

The following required books must be purchased at the bookstore on Albany Street. All other readings will be available on Sakai: <http://sakai.rutgers.edu/> or for purchase at the Harvard JFK School Case program website: <http://www.ksgcase.harvard.edu/>. Cases **DO NOT** have to be read prior to class. However, they must be purchased and brought to class on the date they are due.

Books:

Mincy, Ronald, Ed. 2006. *Black Males Left Behind*. Washington, DC. The Urban Institute.

I. Introduction (Week 1, September 3)

II. The Historical Development of the U.S. Welfare State

A. Competing Explanations for the Rise of the U.S. Welfare State (Week 2, September 10)

Weir, Margaret, Ann Shola Orloff and Theda Skocpol. 1988. "Introduction-
"Understanding American Social Politics." In *The Politics of Social Policy in the United States*, eds. Margaret Weir, Ann Shola Orloff, and Theda Skocpol. Princeton: Princeton University Press. Pp. 3-27.

Orloff, "The Political Origins of America's Welfare State." In *The Politics of Social Policy in the United States*, eds. Margaret Weir, Ann Shola Orloff, and Theda Skocpol. Princeton: Princeton University Press. Pp. 31-79

Piven, Frances Fox and Richard A. Cloward. 1993. *Regulating the Poor: The Functions of Public Welfare*. New York: Vintage Books. Pp. 45-79.

Case: Hunger in America, 1965-1969, #085

B. Eras in American Social Policymaking: The Two Big Bangs (Week 3, September 17)

Heclo, Hugh. "The Political Foundations of Antipoverty Policy." 1986. In *Fighting Poverty: What Works and What Doesn't*, eds. Sheldon Danziger and Daniel Weinberg. Cambridge: Harvard University Press. Pp. 312-340.

Trattner, Walter. 1999. *From Poor Law to Welfare State*. New York: The Free Press, Chps. 13-16.

Weaver, R. Kent. 2000. *Ending Welfare as We Know It*. Washington, DC: Brookings Foundation, Chp. 3.

Gilens, Martin. 1999. *Why Americans Hate Welfare*. Chicago: University of Chicago Press, Chps. 1-3.

III. The American Welfare System in a Comparative Context

A. Booms and Busts (Week 4, September 24)

Gilbert, Neil. 2002. *Transformation of the Welfare State*. Oxford: Oxford University Press, Chps. 1-2.

Garfinkel, Irwin, Lee Rainwater, and Timothy M. Smeeding. 2006. "A Re-examination of Welfare States and Inequality in Rich Nations: How In-kind Transfers and Indirect Taxes Change the Story." *Journal of Policy Analysis and Management* 25 (4): 897-919.

Case: Centrelink: A Service Delivery Agency in Australia, #1524.3

IV. Dilemmas in Social Policymaking

Agenda-Setting

A. Values (Week 5, October 1) PAPER #1 DUE IN CLASS.

Murray, Charles. 1984. *Losing Ground*. New York: Basic Books. Pp. 3-9; 13-50.

Ellwood, David. 1988. *Poor Support*. New York: Basic Books, pp. 14-25.

Murray, Charles. 2006. *In Our Hands*. Washington, DC: AEI Press, Chps. 1-5.

Morone, James. 1996. "The Corrosive Politics of Virtue." *American Prospect* 26 (3): 30-39.

B. Budget Politics (Week 6, October 8)

Patashnik, Eric. 2000. "Budgeting More, Deciding Less." *The Public Interest* Winter (138): 65-78.

Goldsmith, Arthur A. 2005. "Plebiscites, Fiscal Policy and the Poor: Learning from US Experience with Direct Democracy." *Development Policy Review* 23 (5): 553-566.

Abramowitz, Mimi. 2001. "Everyone is Still on Welfare: The Role of Redistribution in Social Work." *Social Work* 46(4):297-308.

Case: Pension Reform in California, #1837

C. Federalism (Week 7, October 15)

Howard, Christopher. 2007. *The Welfare State Nobody Knows*. Princeton: Princeton University Press, Chapter 8.

Nathan, Richard P. 2005. "Federalism and Health Policy." *Health Affairs* 24(5):1458-1466.

Peterson, Paul and Rom, Mark. 1989. "American Federalism, Welfare Policy, and Residential Choices." *American Political Science Review* 83 (3):711-728.

Case: Zoning Restrictions on Social Services for the Poor: The Case of Hartford, Connecticut, #1453

D. Universalism vs. Targeted Spending (Week 8, October 22). Guest Speakers: Mark Valli and Kiran Gaudio, NJ After 3.

Schuck, Peter H. and Zeckhauser, Richard J. 2006. *Targeting in Social Programs*. Washington, DC: Brookings Institution, Introduction, Chps. 2-4.

Blank, Rebecca. 1997. *It Takes a Nation*. Princeton: Russell Sage Foundation, Chp. 6.

E. Privatization/Non-Profits (Week 9, October 29)

Sosin, Michael R. and Smith, Steven Rathgeb. 2006. "New Responsibilities of Faith-Related Agencies." *Policy Studies Journal* 34(4): 533-562.

Martin, Lawrence. 2004. "The Privatization of Human Services: Myths, Social Capital, and Civil Society." *Journal of Health and Human Services Administration* 27(2): 175-193.

Point/Counterpoint Debate on Private Accounts for Social Security. 2006. *Journal of Policy Analysis and Management* 25(3).

"Would Private Accounts Improve Social Security?"-Nathan

"Private Accounts would Improve Social Security"-Brown

“Private Accounts Would Not Improve Social Security”-Apfel

“Response to Kenneth S. Apfel”-Brown

“Response to Jeffrey R. Brown”-Apfel

Case: Partners in Child Protection Services: The Department of Social Services and La Alianza Hispana, #1326

MID-TERM Week 10, November 5

V. Contemporary Social Policy Problems

A. Homelessness (Week 11, November 12)

Egan, Jennifer. 2002. “To Be Young and Homeless.” *New York Times Magazine*. 24 March: 32-37, 58,59.

Hartwell, Stephanie. 2003. “Deviance over the Life Course: The Case of Homeless Substance Abusers.” *Substance Use and Misuse* 38(3-6): 475-502.

Winship, James P. 2001. “Challenges in Evaluating Programs Serving Homeless Families.” *Journal of Children and Poverty* 7(2): 163-177.

Case: Housing’s Bottom Rung: Single-Room Occupancy Hotels in San Diego, #1293

B. Urban Poverty and the Underclass (Week 12, November 19). Guest Speaker:

Lisanne Finston, Executive Director of Elijah’s Promise.

Mincy, Ronald (ED): Chps. 1, 2, 7, 8, 10.

Murray, Charles. 2000. “The Underclass Revisited.” AEI Paper.

C. Welfare Reform and Child Support Enforcement (Week 13, November 24)

Pirog, Maureen A. and Kathleen Ziol-Guest. 2006. “Child Support Enforcement; Programs and Policies, Impacts and Questions.” *Journal of Policy Analysis and Management* 25 (4): 943-990.

Harris, Deborah A. and Domenico Parisi. 2005. “Gender Role Ideologies and Marriage Promotion: State Policy Choices and Suggestions for Improvement.” *Review of Policy Research* 22(6): 841-858.

Week 14, December 3 PAPER #2 DUE IN CLASS. ORAL Presentations.

WRITING A PAPER: Style Sheet

“Tell me what you are going to tell me. Tell me. Tell me what you told me.”

1. Understand the Question. Make sure you are prepared to answer the question.
2. Make an Argument: This involves taking a stand on an issue and marshalling evidence to support the stand.
3. Outline
 - A. First paragraph- I should know what your argument is. Hit me over the head with it. Also, provide me with a road map of your paper.
 - B. The body of paper should include your points of proof. Please transition between paragraphs.
 - C. Last Paragraph-Make sure you include a solid conclusion. Repeat thesis. Add to thesis.

STYLE

1. Avoid run-on sentences, general reflections, and the passive voice. **There is a handout on Sakai related to the passive voice—please read it.**
2. Follow basic format requirements exactly. This means 12 pt font, one inch margins, page numbers, and double-spaced.
3. Always spell check, spell out numbers less than ten, and keep to the paper’s length (except tables and graphs should be called Table 1 and Graph 1, for example).
4. Always include an alphabetized bibliography.
5. CITATIONS: You must cite your sources within the text in the following format (Author Year, Page Number) or (Author Year)-if no page number is appropriate. EXAMPLE: “I love the word Blah” (Brown 1999, 56). Note that the period comes *after* the parentheses. Please consult 1998 or later version of the American Political Science Review (APSR) for appropriate format (also known as APSA Style). You can examine articles with their citation styles by accessing APSR through the JSTOR online journal database available at the Rutgers University Libraries website. **Finally, there is a handout on Sakai related to APSR and APSA style—please read it.** Cite ideas that are not your own, quotes, statistics, etc. You should include the complete citation for Brown in the alphabetized bibliography.
6. Do not string together a series of quotes. Use your own words. If you must use quotes, follow these guidelines. If the quote is under 3 lines, use quotation marks. Example: “If I do not use quotation marks correctly, Prof. Crowley will go crazy.” More on quotes: If the quote is more than 3 lines, indent it, single space it, and do *not* use quotation marks. Example:

The meaning of Blah is simple. You simply need to address all aspects of the word. Blah can be used in a variety of different circumstances. Most of us would like to use the word Blah all of the time because it is better than Yada, Yada, Yada (Brown 1999, 56).
7. Avoid contractions, informal language, and weak words like “feel,” “says,” “believe,” “seem,” “get,” and “appear.”
8. Identify interest groups as having a particular political leaning if they have one (i.e., the Heritage Foundation, a conservative think tank,.)
9. Underline or italicize book, journal, and newspaper titles in the text, footnotes, and bibliography.
10. Members of Congress should be identified the first time they appear in your paper as follows: Robert Torricelli (D-NJ), and thereafter as simply Torricelli or Senator Torricelli.
11. Do not identify scholars as professors, but rather as a member of their field. (i.e., political scientist John Kingdon, NOT Professor John Kingdon)
12. Use footnotes to cite statistics, explain data, and to provide the reader with more info. Footnotes should be placed at the end of the sentence.
13. Always capitalize Congress, President, House, House of Representatives, and Senate.

14. Do not end sentences with a preposition.

RESOURCES:

Rutgers CAC Kreeger Learning Resource Center: This Center will help you edit and rewrite your papers.
Contact: Shawn Taylor in room 122 at sktaylor@rutgers.edu or 732-932-6736.