



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit School of Social Transformation Department Justice Studies

Subject JUS Number 323 Title Justice & the Development of the Welfare State Units: 3

Is this a cross-listed course? No
If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Course description:

This course provides a comprehensive, interdisciplinary approach to the development of the US welfare state as it pertains to key social and economic justice issues. Based on an understanding of the welfare state as a complex set of social, economic and political institutions established by advanced industrial democracies to modify the play of market forces to improve the well-being of citizens, a key objective of the course is to introduce students to a variety of conceptual and theoretical perspectives concerning the state's relationship to the market and civil society.

Requested designation: Historical Awareness-H

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Fine Arts and Design core courses (HU)
Social and Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Global Awareness courses (G)
Historical Awareness courses (H)
Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Syllabus
Table of Contents from the textbook, and/or lists of course materials

Contact information:

Name Prof. Vanna Gonzales Phone 480-965-7631

Mail code 6403 E-mail: Vanna.Gonzales@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Prof. Mary Margaret Fonow Date: 11/6/12

Chair/Director (Signature): [Handwritten Signature]

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[SB] CRITERIA</b>			
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus (see chart)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	Syllabus; Appendix A: Table of Contents and required reading <i>syllabus p 8</i>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> <li>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</li> <li style="text-align: center;"><b>OR</b></li> <li>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</li> </ul>	Syllabus  (see chart)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus  (see chart)
		<p><b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b></p> <ul style="list-style-type: none"> <li>• Courses with primarily fine arts, humanities, literary, or philosophical content.</li> <li>• Courses with primarily natural or physical science content.</li> <li>• Courses with predominantly applied orientation for professional skills or training purposes.</li> <li>• Courses emphasizing primarily oral, quantitative, or written skills.</li> </ul>	

Course Prefix	Number	Title	Designation
JUS	323	The Development of the Welfare State	SB

Explain in detail which student activities correspond to the specific designation criteria.  
Please use the following organizer to explain how the criteria are being met.

*Criteria  
1*

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Course is designated to advance basic understanding and knowledge about human interaction	This course is designed to introduce students to a broad array of concepts and theories related to the historical development of the welfare state and its impact on human and social behavior at the macro-level.	Please refer to page 1 (paragraphs 1 and 2) of the syllabus  Departing from a broad understanding of the welfare state as a complex set of social, economic and political institutions intended to modify the play of market forces to improve the well-being of citizens, this course provides students an interdisciplinary overview of the dominant theories in political science, sociology and economics, which utilize descriptive and causal inference to explain the origins of the U.S. welfare state; its distinctive character at the height of the 'golden age' of welfare state development; and the consequences of retrenchment and subsequent recalibration in the 21 <sup>st</sup> century. In so doing, it sheds light on a variety of contemporary debates concerning both the way in which class, gender and racial dynamics impact the development of the welfare state and how the welfare state in turn affects human and social relations at the macro level (i.e. social solidarity, social stratification, and social and cultural marginalization )

*Criteria*  
*2*

<p>The course emphasizes the distinct knowledge base of the social and behavioral sciences, with particular emphasis on political economy, history and political sociology</p>	<p>This course provides a macro-level overview of the key political, cultural, and social forces that have shaped the development of the U.S. welfare state from the mid 19th century through the first decade of the 21st century</p>	<p>Please refer to page 1, and 4-7 of the syllabus as well as Appendix A, Required Reading/Table of Contents</p> <p>Focused on the intersection between state formation, democratization, and socio-economic development, this course utilizes a wide variety of approaches from political and social economy, political sociology and historical institutionalism to introduce students to the key conceptual and theoretical foundations of welfare state development as well as its interaction with class, gender and racial dynamics in a number of important periods in American history, including the period immediately following the American Civil War, the New Deal era in the aftermath of the Great Depression; the Great Society programs of the 1960s; the Cultural Wars and subsequent turn to the Third Way during the 1990s and the Great Recession and ensuing developments in the late 2000s. In both lecture and assigned reading, I draw on both longitudinal and comparative studies to situate</p>
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*Criteria*  
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		<p>the U.S. welfare state in global as well as historical context.</p>
<p>This course illustrates the use of social and behavioral science perspectives and data</p>	<p>Students are required to utilize course lectures and reading to demonstrate critical analysis of the way in which various social and behavioral science perspectives and data introduced in class enable us to better understand the connection between social justice and the material basis of welfare state formation; the way in which class, gender, and race influence social and economic policy; and the impact of institutional arrangements in incentivizing particular kinds of social relations while disincentivizing others</p>	<p>Please refer to pages 2 and 3 of the syllabus</p> <p>In addition to homework assignments and group work aimed at facilitating critical discussion of lecture and reading material, students are required to complete four key assignments: two short papers, an in-class midterm, and a final ten page paper. The first paper calls on students to link philosophical perspectives on social justice to distinctive models of the welfare state. The midterm then requires students to explicate key concepts and write two analytical essays related to competing theories on the origins and development of the welfare state through the 1960s. In the second short paper, students are asked to critically discuss the ways in which class dynamics intersect with race and/or gender in understanding who benefits from the</p>

		<p>development of the American welfare state. In the final paper, students are required to apply relevant conceptual and theoretical frameworks and data to a descriptive analysis of either the Earned Income Tax Credit or Affordable Care Act and its relative impact on the relative efficiency and equity of the contemporary U.S. welfare state.</p>
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**JUS 323: SOCIAL JUS/DEV OF THE WELFARE STATE**

**Vanna Gonzales, Ph.D.**

TA: Dulce Medina

Assistant Professor, Faculty of Justice and Social Inquiry  
School of Social Transformation, Arizona State University

Fall, 2012

Office: Wilson Hall 221  
Office Hours: Monday 3-5  
Office Phone: (480) 965-7631  
E-mail: [Vanna.Gonzales@asu.edu](mailto:Vanna.Gonzales@asu.edu)

SLN: 84260  
Class Time: T/Th 1:30-2:45  
Class Location: Coor L1-88  
TA: [Dulce.Medina@asu.edu](mailto:Dulce.Medina@asu.edu)

**COURSE OBJECTIVES AND OVERVIEW**

This course provides a comprehensive, interdisciplinary approach to the development of the US welfare state as it pertains to key social and economic justice issues. Based on an understanding of the welfare state as a complex set of social, economic and political institutions established by advanced industrial democracies to modify the play of market forces to improve the well-being of citizens, a key objective of the course is to introduce students to a variety of conceptual and theoretical perspectives concerning the state's relationship to the market and civil society. Another important aim of the course is to examine the way in which democratization, globalization and state formation interact with class, gender and racial dynamics to explain the unique character of the U.S. welfare state as it relates to macro-level human and social relations during different periods in American history. In so doing it draws from a number of disciplines within the social sciences (e.g. political science, sociology and economics, and history), to provide students with a better understanding of the historical development of the U.S. welfare state as well as its relevance for important contemporary debates related to poverty and economic inequality; social and cultural marginalization, and the distribution of economic and social risk.

To accomplish these objectives, the course is divided into three parts. The first several weeks are devoted to examining the normative concepts of justice, equality, and liberty and how they shape our understanding of the appropriate role of the state in society and the economy. In addition to introducing students to key concepts, students will be introduced to philosophical perspectives regarding distributive justice as a primer for delving into the distinctive historical origins of the U.S. welfare state. The second part of the course, which extends from weeks 4-11, is devoted to investigating the history of the U.S. welfare state from the mid 19<sup>th</sup> century through the late 1960s. Providing an interdisciplinary overview of key theoretical perspectives from political science, sociology and economics, and history, this section utilizes descriptive and causal inference to explain the unique origins of the U.S. welfare state as well as its distinctive character at the height of the so-called 'golden age' of welfare state development. The third and final part of the course covers contemporary social, cultural, and economic challenges to the U.S. welfare state, focusing specifically on key developments during the 1990s as well as ensuing developments in the revitalization of the U.S. welfare state over the last several years. In addition to discussing the trend toward social innovation, we cover health care reform as well as basic minimum income schemes and current policy proposals related to reforming the Earned Income Tax Credit.

**READINGS**

Welfare and Justice is a reading-intensive course. *Please plan your schedule to allow yourself adequate time to complete the appropriate readings before you come to lecture each week.* The following works are REQUIRED reading for this course:

- C. Pierson and F.C. Castles (eds.), *The Welfare State Reader* (Polity Press, 2006) [referred to below as *WSR*].
- Frances Fox Piven and Richard Cloward, *Regulating the Poor: The Functions of Public Welfare* (New York: Vintage Books, 1993)
- Timothy Noah. *The Great Divergence. America's Growing Inequality Crisis and What We Can Do About It.* (Bloomsbury Press, 2012).
- Course Reader (for purchase at *the Alternative*: 1004 S. Mill (480) 829-7992 (near the ASU art museum). <http://www.alternativeprintandcopy.com/index.php>).  
**IMPORTANT NOTE:** some articles, which are NOT in the reader, have been posted on the blackboard site. They are marked (\*) on the course schedule below.

Each of the assigned books for the course is available at the Campus Bookstore. I have also placed copies of the books on reserve at Hayden library.

### COURSE REQUIREMENTS AND GRADING

- 30% **Two thought pieces [Due: Monday, September 10<sup>th</sup>; Friday, November 9<sup>th</sup>]:** The 3-4 page think pieces are meant to help you think more deeply about a specified topic related to readings/lectures. This is an opportunity for you to analyze course material, connect readings to one another, connect readings to lecture, question approaches, etc. [further instruction will be made available on blackboard]. Total points assigned: 200.
- 20% ***In class Midterm Exam [Due: Tuesday, October 23<sup>rd</sup>]:*** The midterm will consist of an in-class blue-book ("Green book" at the ASU bookstore) exam. A Study guide will be passed out one week before the exam. In class review will take place Thursday, October, 18<sup>th</sup> immediately following fall break. Total points assigned: 100
- 30% ***Final Paper [Due: Thursday, December 13<sup>th</sup>]:*** This 10 page analytic essay will require you to engage critically ideas and themes developed in the second half of the course. Paper topics will be handed out approximately two weeks before the end of the course and will be due the day of the final exam. Total points assigned: 100
- 20% ***Class Participation:*** Your participation grade reflects the quality of your contribution to the class. Total points assigned: 100  
Group work: 10 pts  
Homework: 20 pts  
Class Discussion: 14 pts (Discussion benefits from a diversity of perspectives. Given that this is an academic environment and learning is our primary objective, it is vital to respect the opinions of others even if you disagree)  
Attendance: 56 pts (28 class meetings X 2pts. The first day of class is not counted and you are allowed one absence "penalty free")  
 NOTE: Your active engagement with both the course materials and your classmates is critical. *Active engagement means that you arrive at lectures having read the assigned reading for the week and share your thoughts/ideas with the class on a regular basis.*

***Extra Credit Options:[due no later than December 11<sup>th</sup>]*** You may receive up to 20 extra credit points (added to your participation grade) in the following ways:

- 1) Submit up to 4 newspaper/magazine articles dealing with a welfare state/social/family/health policy issue (each worth 5 points), including a brief paragraph summary of its contents, AND 1-2 paragraphs commenting on how it is relevant to the course;



- 2) Attend and write a one page analysis including a brief summary and personal thoughts/reactions to one or two of the three *Seeking Justice in Arizona* lectures sponsored by the School of Social Transformation this fall (each worth 5 points). For more information on speakers and specific dates and times see: <http://sst.clas.asu.edu/about/seeking-justice-arizona-fall-lecture-series>

NOTE: You must submit your extra credit work via the drop box on the blackboard site under the Assignment tab by December 11th.

**Guidelines for Papers:** All papers are to be type written and double-spaced, using a 11 to 12 point font and 1 inch margins. Please include on the first page (or on a separate cover sheet) the following: title, your name, course title, my name, and the date. Include only your name and the page number on subsequent pages. Specific information regarding thought pieces and final paper will be posted under the "Assignments" tab on blackboard. You will be expected to upload all assignments into the appropriate safe assignment folder located under this TA.

NOTE: If you have questions about this process or need assistance, please contact the TA for this course.

**Late Paper Policy:** It is your responsibility to prepare assigned materials on time. Late writing assignments will only be accepted if 1) you have suffered physical or mental illness and have verification of such from a health care professional 2) You have had a death in the family or 3) you need to be away from campus due to an official University function. Please be prepared to submit verification.

NOTE: With the exception of the above conditions, LATE FINAL PAPERS AND HOMEWORK WILL NOT BE ACCEPTED and I will take 1/3 of a grade off per day for late think pieces.

**Office Hours:** My office hours will be held Mondays, 3-5, 221 Wilson Hall.

Office hours provide an opportunity to clear up any confusion regarding the assignments, readings and lectures as well as a chance to let me know how you are getting a long in the course and how I might help you to improve in your learning process. I encourage you to stop by and introduce yourself

NOTE: Please allow 24 hours for me to respond to your emails. If you want to discuss a personal matter or have questions that go beyond issues relating to the syllabus or clarification on course related material, I strongly recommend that you come to see me during my office hours or make an appointment to talk to me in person.

**Course Website:** Through the course blackboard site you will be able to access the course syllabus, as well as any announcements and supplementary material you will need for the course, including course readings and assignments. Please check the website frequently; I will occasionally be posting important announcements, as well as any changes I make to the course schedule. I reserve the right to modify the syllabus during the course. To access the course website log into MyASU, click the My Stuff tab and go to MyASUCourses. There, you will find the link to the blackboard site for this course.

**Disability-related Accommodations:** If you need disability-related accommodations, you need to register with Disability Resources. The contact information is (480) 965-1234, [www.asu.edu/drs](http://www.asu.edu/drs). It is your responsibility to register and inform me about your needs at the beginning of the semester (prior to Sept. 11<sup>th</sup>).

**Academic Integrity:** This course will adhere to the standards outlined in the University's policies on academic honesty/dishonesty. Please review the University's websites regarding Academic Integrity <http://provost.asu.edu/academicintegrity> and for the Student Code of Conduct, <http://students.asu.edu/srr/code>. The University policies on academic dishonesty will be strictly enforced. Make sure you have read through them carefully. Plagiarism is a serious breach of academic integrity. (Plagiarism is a form of cheating in which a student tries to pass off someone else's work, or part of it, as her or his own.) To avoid suspicion of plagiarism, you should make appropriate use of references and

footnotes. If you are in any doubt as to what constitutes plagiarism, consult with me prior to handing in your written work. A student found plagiarizing is subject to a failing grade.

**COURSE SCHEDULE\*\*Any changes in the schedule will be announced in advance in class and posted to the syllabus on the course website.**

NOTE: ALL READINGS MARKED WITH A (\*) ARE AVAILABLE ON BLACKBOARD

*Week 1 (August 23<sup>rd</sup>): Introduction/Course Overview*

READINGS:

- No reading required
- If you have not already done so, please review the syllabus carefully and purchase course reader and assigned books (see "READINGS" section above for further information)

**PART I: THE PHILOSOPHICAL FOUNDATIONS OF SOCIAL WELFARE: THE STATE'S ROLE IN SOCIETY AND THE ECONOMY**

*Weeks 2-3 (August 28<sup>th</sup>-Sept 6th): The Philosophical Underpinnings of Social Protection: Rights vs. Responsibility: What's Justice got to do with it?*

READINGS:

- Commission on Social Justice. "What is Social Justice," in *WSR*.
- John Rawls, "Justice as Fairness in the Liberal Polity," in *The Citizenship Debates* (Minneapolis: University of Minnesota Press, 1998).
- Michael Walzer. "Complex Equality" In *Spheres of Justice: a Defense of Pluralism and Equality* (1983).
- In honor of labor day please read the following Kazin and Ross piece (Hint: will be relevant for the midterm) as well as one of the following short articles for our class meeting September 4<sup>th</sup> (All are located on Blackboard under "Course Documents"):
  - Michael Kazin and Stephen Ross. *America's Labor Day: The Dilemma of a Workers Celebration. The Journal of American History* 78(4). March, 1992 (\*)
  - What Is Happening to America's Less Skilled Workers? (\*)  
<http://www.brookings.edu/blogs/jobs/posts/2011/12/02-jobs-greenstone-looney>
  - Peter Goodman. Millions of Unemployed Face Years Without Jobs (\*).  
<http://www.nytimes.com/2010/02/21/business/economy/21unemployed.html?pagewanted=all>

**Reminder: First Think Piece due Monday, September 10th**

**PART II: THE HISTORICAL DEVELOPMENT OF THE US WELFARE STATE**

*Weeks 4 (Sept 11-13th): The Empirical Basis of Welfare: Origins of the Modern Welfare State*

READING:

- Gonzales, Vanna. "The Welfare State," in *EQLR*, forthcoming (\*).
- Christopher Pierson, "Origins and Development of the Welfare State 1880-1975," in *Beyond the Welfare State* (Pennsylvania State University Press, 2001), pp. 99-111.
- Esping Andersen, "Three Worlds of Welfare Capitalism," in *WSR*

**Week 5-6 (Sept 18-27th): Perspectives on the Development of the US Welfare State: 'American Exceptionalism'?**

READINGS:

- Gilbert, Neil and Paul Terrell (eds.) "The Modern Welfare State," in *Dimensions of Social Welfare Policy*, 6<sup>th</sup> ed. (Allyn and Bacon, 2005). Pp. 44-46.
- T.H. Marshall, "Citizenship and Social Class," in *WSR*.
- Walter Korpi. "The Power Resources Model," in *WSR*
- Anne Orloff. "The 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. (1988).

**Week 7 (October 2<sup>nd</sup>-4th): Inception: The US Welfare State through the 1930s ^\***

READINGS:

- Frances Fox Piven and Richard Cloward, *Regulating the Poor: The Functions of Public Welfare* (New York: Vintage Books, 1971), Chapters 1-5.
- Walter Trattner, Chapter 13 "Depression and the new Deal," in *From Poor Law to Welfare Society*. Free Press, 1999.

**Week 8 (October 9<sup>th</sup>-11th): Growth and Maturation: The US Welfare State from the 1940s-1960s^\***

READINGS:

- Frances Fox Piven and Richard Cloward, *Regulating the Poor: The Functions of Public Welfare* (New York: Vintage Books, 1971), Chapters 6-10.
- Walter Trattner, Chapter 14 "From World War to Great Society," in *From Poor Law to Welfare Society*. Free Press, 1999.

**Week 9 (October 18): Fall Break and Review for Midterm**

Fall break is from Saturday, October 13-Wednesday, October 17<sup>th</sup>

It is important you plan to attend class, **Thursday, October 18<sup>th</sup>** as that will be our only in class review for the Midterm

READINGS:

- NO NEW READINGS

**Weeks 10-11 (October 23- October 30): Challenges to the US Welfare State: Welfare Retrenchment: Fear and Loathing in the 1980s and 90's\***

**YOU WILL TAKE YOUR MIDTERM IN CLASS TUESDAY OCTOBER 23<sup>rd</sup>**

READINGS: (for October 25-October 30th)

- Sheldon Danziger and Peter Gottschalk, Excerpt from chapter 1, "The Diminishing American Dream," pgs. 23-35 in *America Unequal*. Harvard University Press, 1995.
- Charles Murray, "The Two Wars Against Poverty," in *WSR*.
- Andrew Hacker. "Parents and Children," in *Two Nations*.
- Timothy Noah. Introduction and Chapter 2. *The Great Divergence. America's Growing Inequality Crisis and What We Can Do About It*. (Bloomsbury Press, 2012)

### PART III: CONTEMPORARY CHALLENGES: RETRENCHMENT AND REVITALIZATION

#### Weeks 11-12(November 1-8): Challenges to the US Welfare State (cont.) Race and Gender

##### READINGS:

- Rodney E. Hero and R. R. Preuhs. "Multiculturalism and welfare policies in the USA: A state-level comparative analysis. In *Multiculturalism and the Welfare State*. Eds. K. Banting and W. Kymlicka. (Oxford University Press, 2006).(\*)
- Timothy Noah. Chapters 3-4. *The Great Divergence. America's Growing Inequality Crisis and What We Can Do About It*. (Bloomsbury Press, 2012)
- Carole Pateman, "The Patriarchal Welfare State," in *WSR*.
- Daly, Mary and Katherine Rake. Chapter 3 *Gender and the Welfare State: Care, Work and Welfare in Europe and the USA*. (Polity Press, 2003).

**WE WILL BE WATCHING A SHORT VIDEO CLIP IN CLASS Tuesday, November 6<sup>th</sup>:** Single and Unequal. [http://video.nytimes.com/video/2012/07/14/us/100000001661964/single-and-unequal.html?WT.mc\\_id=NYT-E-I-NYT-E-AT-0718-L20&nl=el](http://video.nytimes.com/video/2012/07/14/us/100000001661964/single-and-unequal.html?WT.mc_id=NYT-E-I-NYT-E-AT-0718-L20&nl=el)

**Reminder: second thought piece due Friday, November 9th**

#### Week 13 (November 13-15): Recalibrating the Welfare State: The Third Way and Social Innovation \*

- Anthony Giddens, "Positive Welfare," in *WSR*
- Stuart White, "The Ambiguities of the Third Way," in *New Labour*. (Palgrave, 2001).
- Gonzales, Vanna. 2007. "Globalization, Welfare Reform, and the Social Economy: Developing an Alternative Approach to Analyzing Social Welfare Systems in the Post-Industrial Era." In *Journal of Sociology and Social Welfare*. 34(2): 189-212
- Steven Rathgeb Smith. "Government and Nonprofits in the Modern Age," in *Society*. 40, 4, 2003.

#### Week 14-15 (November 20-27): The Current State of the Welfare State: Welfare-to-Work in Crisis

- Joel Handler. "US Welfare Reform: the Big Experiment" in *Governing Work and Welfare in a New Economy* in Zeitlin and Trubek. 2003.
- Ron Haskins. 15<sup>th</sup> Anniversary of Welfare Reform. Brookings institute video (\*): <http://www.brookings.edu/multimedia#video/Videos%2f2011%2f08%2f22%20welfare%20haskins?btopic=Social%20Policy>
- Peter Edelman on Ending U.S. Poverty & Why He Left Clinton Admin over Welfare Law (\*) [http://www.democracynow.org/2012/5/23/so\\_rich\\_so\\_poor\\_peter\\_edelman](http://www.democracynow.org/2012/5/23/so_rich_so_poor_peter_edelman)
- Timothy Noah. Chapters 6-10. *The Great Divergence. America's Growing Inequality Crisis and What We Can Do About It*

**WE WILL BE WATCHING A SHORT FILM IN CLASS: Poor America (BBC panorama, 2012):** <http://www.youtube.com/watch?v=NIZqaXd0uRg>

RECOMMENDED: For more readings on the current state of poverty in America see the following (NOTE: all are very short newspaper/magazine articles available on blackboard):

- Living the Recession: Broken Dreams. *Ladies' Home Journal* Nov. 2009.(\*)
- Lisa Miller. The Money Empathy Gap. *New York Magazine*. July 9, 2012 (\*)

- Occupy Movement (\*)  
[http://topics.nytimes.com/top/reference/timestopics/organizations/o/occupy\\_wall\\_street/index.html](http://topics.nytimes.com/top/reference/timestopics/organizations/o/occupy_wall_street/index.html)

**Week 15-16 (November 29<sup>th</sup>-December 4) Alternative Social Policies: EITC, Basic Minimum Income Schemes,**

**READINGS**

- Timothy Noah. Chapter 11. *The Great Divergence. America's Growing Inequality Crisis and What We Can Do About It*
- Christopher Howard, "The Earned Income Tax Credit," in *The Hidden Welfare State*, (Princeton: Princeton University Press, 1997).
- Guy Standing (2005) "About Time: Basic Income Security As a Right" in G. Standing (ed) *Promoting income security as a right: Europe and North America*, London: Anthem.

**Week 16-17 (December 6-11 ): Health Care Reform**

- Anthony Cortese, "Medical Apartheid: The Unequal Distribution and Quality of Health Care," in *Walls and Bridges. Social Justice and Public Policy*. SUNY Press, 2003.(\*)
- Andrew Katz. "The Assimilation of Health Care to the Market," in *The Price of Citizenship*. Henry Holt and Company, 2001.
- Theda Skocpol and Lawrence Jacobs. Chapters 4 and 5 in *Health Care Reform and American Politics. What Everyone needs to Know*. Oxford, 2010

**WE WILL BE WATCHING A SHORT FILM IN CLASS: Frontline: Obama's Deal [60 min]**

**RECOMMENDED:** For more readings on health care reform see the following:

- Gonzales, Vanna. 2009. "the 'Greatest Good': The U.S. Political System and the Uphill Battle for Progressive Health Care Reform" in the *Journal of Poverty*. Volume 14, Issue 1, 116-122
- Five Obama Care Myths. [http://www.nytimes.com/2012/07/16/opinion/keller-five-obamacare-myths.html?\\_r=2&WT.mc\\_id=NYT-E-I-NYT-E-AT-0718-L16&nl=el](http://www.nytimes.com/2012/07/16/opinion/keller-five-obamacare-myths.html?_r=2&WT.mc_id=NYT-E-I-NYT-E-AT-0718-L16&nl=el)

**FINAL PAPER DUE THURSDAY, DECEMBER 13TH DURING SCHEDULED FINAL EXAM.**

**NOTE: You must turn in a hard copy of your paper AND upload a copy into safe assignment on the blackboard site**

## APPENDIX A: JUS 323: SOCIAL JUSTICE AND THE DEVELOPMENT OF THE WELFARE STATE

### REQUIRED BOOKS

- C. Pierson and F.C. Castles (eds.), *The Welfare State Reader* (Polity Press, 2006) [referred to below as *WSR*].
- Frances Fox Piven and Richard Cloward, *Regulating the Poor: The Functions of Public Welfare* (New York: Vintage Books, 1993)
- Timothy Noah. *The Great Divergence. America's Growing Inequality Crisis and What We Can Do About It.* (Bloomsbury Press, 2012).
- Course Reader (for purchase at *the Alternative*: 1004 S. Mill (480) 829-7992 (near the ASU art museum). <http://www.alternativeprintandcopy.com/index.php>).

### TABLE OF CONTENTS WITH CONTENT OF COURSE READER

**IMPORTANT NOTE\*\*\*\*\*** the following list of readings is not a complete list of course readings. ONLY THOSE ARTICLES/CHAPTERS THAT ARE INCLUDED IN THE READER ARE LISTED. Table of contents does not include videos assigned for students to view nor does it include the numerous assigned articles to which students have access on the course blackboard site via Hayden Library.

#### Weeks 2-3 (August 28<sup>th</sup>-Sept 6th): The Philosophical Underpinnings of Social Protection: Rights vs. Responsibility: What's Justice got to do with it?

##### READINGS:

- John Rawls, "Justice as Fairness in the Liberal Polity," in *The Citizenship Debates* (Minneapolis: University of Minnesota Press, 1998).
- Michael Walzer. "Complex Equality" In *Spheres of Justice: a Defense of Pluralism and Equality* (1983).

#### Weeks 4 (Sept 11-13th): The Empirical Basis of Welfare: Origins of the Modern Welfare State

##### READING:

- Christopher Pierson, "Origins and Development of the Welfare State 1880-1975," in *Beyond the Welfare State* (Pennsylvania State University Press, 2001), pp. 102-111.

#### Week 5-6 (Sept 18-27th): Perspectives on the Development of the US Welfare State: 'American Exceptionalism' ?

##### READINGS:

- Gilbert, Neil and Paul Terrell (eds.) "The Modern Welfare State," in *Dimensions of Social Welfare Policy*, 6<sup>th</sup> ed. (Allyn and Bacon, 2005). Pp. 44-46.

- Anne Orloff. "The 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. (1988).

**Week 7 (October 2<sup>nd</sup>-4th): Inception: The US Welfare State through the 1930s**

READINGS:

- Walter Trattner, Chapter 13 "Depression and the new Deal," in *From Poor Law to Welfare Society*. Free Press, 1999.

**Week 8 (October 9<sup>th</sup>-11th): Growth and Maturation: The US Welfare State from the 1940s-1960s**

READINGS:

- Walter Trattner, Chapter 14 "From World War to Great Society," in *From Poor Law to Welfare Society*. Free Press, 1999.

**Week 9 (October 18): Fall Break and Review for Midterm**

IN CLASS REVIEW: Thursday, October 18th

IN CLASS MIDTERM: Tuesday, October 23<sup>rd</sup> (WEEK 10)

**Weeks 10-11 (October 23- October 30): Challenges to the US Welfare State: Welfare Retrenchment: Fear and Loathing in the 1980s and 90's\***

READINGS:

- Sheldon Danziger and Peter Gottschalk, Excerpt from chapter 1, "The Diminishing American Dream," pgs. 23-35 in *America Unequal*. Harvard University Press, 1995.
- Andrew Hacker. "Parents and Children," in *Two Nations*.
- Martin Gilens. "How the Poor Became Black," in *Race and the Politics of Welfare Reform*. Eds. Sanford Schram, Joe Soss, and R. Fording. University of Michigan, 2003.

**Weeks 11-12(November 1-8): Challenges to the US Welfare State (cont.) Race and Gender**

READINGS:

- Douglas S. Massey Chapter 6, "Engendering Inequality," in *Categorically Unequal*. (Russell Sage, 2007).
- Daly, Mary and Katherine Rake. Chapter 3 *Gender and the Welfare State: Care, Work and Welfare in Europe and the USA*. (Polity Press, 2003).

**Week 13 (November 13-15): Recalibrating the Welfare State: The Third Way and Social Innovation**

READINGS:

- Stuart White, "The Ambiguities of the Third Way," in *New Labour*. (Palgrave, 2001).

**Week 14-15 (November 20-27): The Current State of the Welfare State: Welfare-to-Work in Crisis**

READINGS

- Joel Handler. "US Welfare Reform: the Big Experiment" in *Governing Work and Welfare in a New Economy* in Zeitlin and Trubek. 2003.

**Week 15-16 (November 29<sup>th</sup>-December 4) Alternative Social Policies?: Basic Minimum Income Schemes and the Earned Income Tax Credit**

READINGS:

- Guy Standing (2005) "About Time: Basic Income Security As a Right" in G. Standing (ed) *Promoting income security as a right: Europe and North America*, London: Anthem.
- Christopher Howard, "The Earned Income Tax Credit," in *The Hidden Welfare State*, (Princeton: Princeton University Press, 1997).

**Week 16-17 (December 6-11 ): Health Care Reform**

READINGS:

- Anthony Cortese, "Medical Apartheid: The Unequal Distribution and Quality of Health Care," in *Walls and Bridges. Social Justice and Public Policy*. SUNY Press, 2003.
- Andrew Katz. "The Assimilation of Health Care to the Market," in *The Price of Citizenship*. Henry Holt and Company, 2001.