

COURSE DESCRIPTION

I. Course Description

Social policy reflects the dominant political and economic ideologies of societies at distinctive moments in their social histories. *This course focuses primarily on the evolving nature of the socio-economic policy development process (SED) in both the United States and “low-income” or “developing” nations.* Drawing on their current practice experiences, the course will help students identify the unique contributions made by social workers, social welfare and social policy specialists in strengthening the social policy frameworks of both of their country of origin and those of selected impoverished or “developing” nations. Particular attention will be given to the range of SED policy “actors” and the dominant sectors of SED activity in which development-oriented social policy practice occurs (e.g., housing, health care, income security, community development, etc.). The contribution of SED policy in promoting social and economic justice, particularly among historically vulnerable population groups will receive special attention. Given the course’s emphasis on comparative policy analysis, students will be expected to demonstrate at least beginning skill in the use of comparative research methods in analyzing an international social welfare, social policy, or social development dilemma of particular interest to them.

II. Course Educational Objectives

Building on the liberal arts perspective and both the social policy and research content of the foundational year, this course provides students with a comparative framework for analyzing the dynamics of contemporary social policy development in both economically advanced and impoverished nations...with a special focus on the policy development needs of poorer countries. By the end of the semester, students are expected to:

1. demonstrate an understanding the interdisciplinary, cross-sectoral, and multi-dimensional nature of SED policy development;
2. demonstrate an understanding the dominant social, political, and economic ideologies that inform contemporary SED policy development in the United States and in selected economically impoverished nations;
3. demonstrate a fuller understanding the unique contribution of race, sex, gender, age, national origin, sexual orientation and other socially distinguishing characteristics in shaping SED policy processes;
4. demonstrate a fuller understanding of the unique contribution of social work, social welfare and social policy to SED policy development; and
5. demonstrate at least beginning comparative research skill in analyzing an SED policy issue of

special interest to the student.

III. Course Requirements

A. Required Texts (soft cover versions only)

Buchholz, Todd G. 1990. New Ideas From Dead Economists: An Introduction to Modern Economic Thought (New York: Penguin Books), ISBN 0-452-26533-9. (Paper)

Hall, Anthony & James Midgley. 2004. Social Policy for Development (Thousand Oaks CA: SAGE).

United Nations Children's Fund (UNICEF). (2006). The State of the World's Children 2006 - Excluded and Invisible (New York: Oxford University Press). Available for free downloading from the UNICEF website but purchase of the paperback version is encouraged.

United Nations Development Programme. 2005. Human Development Report, 2005: International Cooperation at a Crossroads—Aid, Trade and Security in an Unequal World. (New York: Oxford University Press). Available for free downloading from the UNDP website but purchase of the paperback version is encouraged.

World Bank (2006). World Development Report, 2006: Development and Equity (New York: Oxford University Press). Available for free downloading from the World Bank website but purchase of the paperback version is encouraged.

B. Recommended Texts (Available for free downloading):

All of the following references are focused on comparative social security and are available for free downloading from the following website:

<http://www.ssa.gov/policy/docs/progdesc/ssptw/>

U.S. Department of Health and Human Services. (2006). Social Security Programs Throughout the World (SSPTW): Europe, 2006. (Washington, DC: Social Security Administration).

U.S. Department of Health and Human Services. (2004). Social Security Programs Throughout the World: The Americas, 2005. (Washington, DC: Social Security Administration).

U.S. Department of Health and Human Services. (2005). Social Security Programs Throughout the World: Africa, 2005. (Washington, DC: Social Security Administration).

U.S. Department of Health and Human Services. (2004). Social Security Programs Throughout the World: Asia and the Pacific, 2004. (Washington, DC: Social Security Administration).

IV. Course Assignments and Expectations:

Students are expected to prepare for this class by: 1) completing at least the assigned readings; 2) attending and participating actively in all classes; 3) undertaking independent research on their chosen topic of specialized study; 4) submitting all written assignments on a timely basis; and 5) preparing adequately for at least one oral presentation.

V. Grading Policy:

Class Participation	15%
Written Assignment #1—Global Analysis	35%
Written Assignment #2—National Case Studies	40%
Oral Presentation	10%

VI. Attendance:

The class meets one time per week. Students are expected to attend and actively participate in all class sessions. Excused absences require the approval of the instructor. Repeated lateness to class and unexcused absences from class may result in failure of the course.

VII. Other Policies:

All written work must be typed double-spaced with one inch margins (top, bottom and sides). Font sizes smaller than 11 CPI are not acceptable.

Do not submit papers in binders or folders of any type; rather, simply staple the paper using a large enough staple in the upper left corner.

Note: written work must be submitted at the beginning of the class on the date the assignment is due.

VIII. Communications Information and Office Hours:

Dr. Richard Estes, University of Pennsylvania, School of Social Work, Philadelphia, Pa. 19104-6214; Tele: 215/898-5531; Fax: 215/573-2099; E-Mail: restes@sp2.upenn.edu

Office Hours (Room C-19 of the Caster Building): check office door for available days and hours
Course Home Page: <http://www.sp2.upenn.edu/~restes/praxis.html>

IX. Students With Special Needs

Every effort will be made by the instructor to accommodate students with special learning or other needs. Arrangements for responding to these needs, though, must be made at the outset of the class—well in advance of any crisis or other problems that can be anticipated.

COURSE SYLLABUS OVERVIEW

**PART I.
THE POLICY ENVIRONMENT FOR SOCIO-ECONOMIC DEVELOPMENT**

Week 1 Introduction to Socio-economic Policy Development & Analysis

**PART II.
SOCIAL WORK, SOCIAL WELFARE, AND SED POLICY**

Week 2 Social Work, Social Welfare, Social Policy and Social Development

Week 3 Levels and Sectors of SED Practice
[Semester-End Project Proposal Due]

Week 4 *Developmental-Focused* Social Policy Development: The Integration of Social-Political and Economic Strategies

**PART III.
THEORETICAL PERSPECTIVES ON SED POLICY**

Week 5 Anti- and Reluctant Collectivist Perspectives on SED Policy--The Commitment to Inequality: Income Security Policy

Week 6 Liberal Interventionists and the Legacy of John Maynard Keynes

Week 7 Social Fabianism & Radical Perspectives on SED Policy--The Search for Equality, Justice and Social Solidarity
[Assignment #2 may be submitted either Week 7 or Week 8]

**PART IV.
UNRAVELLING THE SED POLICY MIX**

Week 8 The Policy Development Mix: State/Market/Civil Society/Families and Households
[Estes PowerPoint Presentation on the "Welfare Mix"]

Week 9 Public Sector Actors in Policy Development: Approaches to Poverty Alleviation
[Student Panel]

Week 10 Private Sector Actors in Policy Development--The Market: Commercial Insurance and other Fiduciary Social Provision Products, Credit and Loans, Promoting Economic Growth
[Student Panel]

- Week 11 Private Sector Actors in Policy Development—Civil Society Organizations (NPOs; PVOs; NGOs): The Provision of Personal Social and Health Services
[Student Panel]
- Week 12 Private Sector Actors in Policy Development—the Family/Household: Social Care for Age-Dependent and other non Economically Members of the Household
[Student Panel]

PART V.
BRIDGING THE POLICY GAP BETWEEN RICH AND POOR COUNTRIES
WITH A FOCUS ON THE SPECIAL POLICY-RELATED NEEDS OF
HISTORICALLY DISADVANTAGED POPULATION GROUPS

- Week 13 Women & Children: Local, National & International Dilemmas
[Student Panel]
[Semester-End Project Proposal May be Submitted Either Week 13 or Week 14]
- Week 14 Racial, Ethnic and Sexual Minorities: Human Rights Policy
[Student Panel]
- Week 15 Review and Integration
[Student Panel Focused on the Role of Social Policy in Advancing Social Justice Between and Within Rich and Poor Nations]

Detailed Course Syllabus

Including Schedule of Weekly Reading and Assignments

[Note: * Indicates required reading; # indicates the reference has been placed on reserve in the Rosengarten Reading Room. Further note that all references authored by the class instructor are available for free downloading from the class home page, Praxis located at <http://www.sp2.upenn.edu/~restes/praxis.html>].

PART I.

THE POLICY ENVIRONMENT FOR SOCIO-ECONOMIC DEVELOPMENT

Week 1 Introduction to Socio-economic Policy Development & Analysis

Major Concepts Covered This Week:

- Development
- Social development
- Policy development and policy analysis in SED

Readings:

Black, J. K. 1991. Development Theory and Practice: Bridging the Gap (Boulder: Westview).

* Estes, 1990. Development Under Different Political and Economic Systems, Social Development Issues 13(1):5-19.

*# Hall, Anthony & James Midgley. 2004. Social Policy For Development (London & Thousand Oaks CA: Sage Publications). Glossary, pp. ix-xv. The Glossary will familiarize you with most of the terms that we will be using throughout the course. You may need to refer to the Glossary from time-to-time, though, as the course progresses.

*# Lowe, Gary R. 1995. Social development, in Richard I. Edwards (Editor-in-Chief), Encyclopedia of Social Work. 19th Edition. (Washington: NASW Press).

Midgley, James. 1995. A definition of social development, Chapter 1 in Social Development: The Developmental Perspective in Social Welfare (Thousand Oaks CA: SAGE Publications), pp. 12-36.

Schaeffer, Robert K. 2003. Understanding Globalization: The Social Consequences of Political, Economic, and Environmental Change (Lanham MD: Rowman & Littlefield Publishers, Inc). This is a very comprehensive and well written volume that deals with the impact of globalization on social policy development in both rich and poor countries: debt crisis; free trade; global warming; food and hunger; the ecological movement; and trafficking in human beings.

PART II.

SOCIAL WORK, SOCIAL WELFARE, AND SED POLICY

Week 2 Social Work, Social Welfare, Social Policy and Social Development

Major Concepts Covered This Week:

- The nexus between social work, social welfare, social policy and social development
- The economic dimensions of social policy practice
- Integrating personal social services and development-focused social policy
- Integrating traditional policy analysis and SED policy analysis

Readings:

Bernstein, A.J. 1995. Redefining Social Work's Emphasis on the 'Social': The Path to development," International Social Work 38(1): 53-68.

*# Hall, Anthony & James Midgley. 2004. Social Policy For Development (London & Thousand Oaks CA: Sage Publications). Chapter 1. Social Policy for Development: Local, National and Global Dimensions.

* Midgley, James. 1995. Social Development: The Developmental Perspective in Social Welfare (Thousand Oaks CA: SAGE Publications),
 Chapter 2, The historical context, pp. 37-66.
 Chapter 3. Theoretical debates, pp. 67-101.

Midgley, James. 1996. Involving social work in economic development, International Social Work 39:13-95.

Sen, Amartya. 1999. Development as Freedom (Oxford: Oxford University Press).

Week 3 Levels and Sectors of SED Practice

Major Concepts Covered This Week:

Levels of Social Policy Intervention	Sectors of Social Policy Intervention
<ul style="list-style-type: none"> ▪ Individual Empowerment ▪ Group empowerment ▪ Conflict resolution ▪ Institution building ▪ Community building ▪ Nation building ▪ Region building 	<ul style="list-style-type: none"> ▪ Social policy interventionists work primarily in 29 major sectors including such diverse sectors as agriculture, conservation, disaster assistance/relief, energy, environmental protection, health care, provision of personal social services, transportation, and so on.

Levels of Social Policy Intervention	Sectors of Social Policy Intervention
<ul style="list-style-type: none"> ▪ World building 	<ul style="list-style-type: none"> ▪ Praxis contains valuable links to many of these sectors

Readings:

* Estes, Richard J. 1998. Resources for Social and Economic Development: A Guide to the Scholarly Literature (Philadelphia: University of Pennsylvania School of Social Work). Please download and review the structure of the volume in its entirety. The volume parallels the structure of Praxis but, unlike the mostly electronic world of Praxis, the *Resources* book contains only references that are published in the scholarly literature—nearly all of which are in the Van Pelt Collection).

Lab Assignment:

Visit, and be prepared to report on, at least one web site under each of the 8 Levels of Social Development Practice and 29 Sectors of Social Development Practice included in *Praxis* related to your semester-end project. Print out at least one document from each of the most important sites identified. Use the following reference to guide you through the organization of Praxis and its many links

* Estes, Richard J. 1998. Informational tools for social workers: Research in the global age, in Chathapuram S. Ramanathan & Rosemary J. Link (Eds.) Innovations in-Global Social Work: All Our Futures (Brooks/Cole Publishing Co.).

SELECTING A TOPIC FOR YOUR SEMESTER-END RESEARCH PROJECT

Following approval of your Project Proposal (due Week 3), students may begin work on their mid-semester and semester-end papers. In general, approved topics will focus on the analysis of some combination of the following social policy-related issue areas:

1. Socio-political factors associated with the changing "welfare mix" within selected countries during particular historical periods (e.g., the "expected" contribution of individuals, families, informal care systems, the voluntary sector and government in responding to welfare needs);
2. Socio-political factors associated with societal responses to the welfare needs of particular groups or populations (e.g., racial/ethnic minorities, refugees, orphans, veterans, refugees, the disabled, sick, mentally ill, the aged, the poor, etc.);
3. Socio-political factors associated with the establishment of categories of welfare programs or services (e.g., income security, feeding and nutritional support services, housing, health care, social service provision, etc.);
4. The contribution of culture and cultural forces in shaping welfare development in particular locales (e.g., the impact of religion, ethnicity, language, etc. on particular approaches to welfare systems or welfare service provision);
5. Socio-political factors that influence welfare development in contrasting groupings of nations (e.g., patterns of welfare development in the so-called "developed," "developing," or "least developing" countries; welfare development trends in "rich" vs. "poor" countries or in "first" world vs. "third" world countries, etc.); or,
6. Socio-political and other philosophical traditions that influence welfare development in particular geo-political regions (e.g., welfare development in Asia, Europe, Latin America, North America, etc.).

Students may chose to combine two or more of the above areas into a common paper, e.g., "social, political, and economic factors influencing the development of income support programs for single parents in the United States and two "developing" or "low-income" countries.

**ADDITIONAL REQUIREMENTS OF SEMESTER-END PAPER
TO BE DISCUSSED IN YOUR PROPOSAL**

All approved projects for the course must satisfy these additional criteria:

1. provide evidence of considerable independent scholarship, including an extensive discussion of the relevant comparative welfare literature;
2. offer useful insights into understanding the complex social, political, economic, and other national and international forces that influence(d) welfare development over time and/or in specific cultural contexts;
3. achieve a balance between statistical and non-statistical data sources, including in the use of either historical or contemporary data, or both;
4. report a comparative analysis of welfare development in a minimum of three (3) countries, at least one of which must be the student's own country of origin (usually the United States) and two developing or low-income countries.

One copy of the completed paper and two copies (one copy in electronic form) of the paper's bibliography are due Week 14. The paper may not exceed 15 pages (exclusive of tables, charts, and any appended materials).

Week 4 *Developmental-Focused Social Policy Development: The Integration of Social-Political and Economic Strategies*

Major Concepts Covered This Week:

- *developmental* social policy intervention
- dimensions of policy-focused developmental social work, social welfare and social policy practice
 - social development
 - political development
 - economic development
 - cultural development
 - environmental development
- the value, knowledge, and skill base of policy-focused developmental social

Readings

* Estes, Richard J. 1993. "Toward Sustainable Social Development: From Theory to Praxis" Social Development Issues 15(2):1-29.

* Estes, Richard J. 1997. "The World Social Situation: Social Work's Contribution to International Development," in Edwards, Richard (Editor). Encyclopedia of Social Work. Supplement to the 19th Edition. (Washington: National Association of Social Workers). pp. 343-359.

Estes, Richard J. 2006. "Development Challenges and Opportunities Confronting Economies in Transition", *Social Indicators Research*. Search the article's extensive bibliography for country-specific references related to your area of research.

*# Hall, Anthony & James Midgley. 2004. Social Policy For Development (London & Thousand Oaks CA: Sage Publications). Chapter 3. Social Policy and Rural Development: From Modernization to Sustainable Livelihoods.

Midgley, James. 1995. in Social Development: The Developmental Perspective in Social Welfare (Thousand Oaks CA: SAGE Publications).

Chapter 4, Strategies For Social Development, pp. 102-138.

Chapter 5, Achieving social development: The Institutional Perspective, pp. 139-176.

Stoesz, David et al. 1999. International Development (Boston: Allyn Bacon).

Chapter 8, Sustainable Development, pp. 154-168.

Chapter 14, An Integrative Model of Development, pp. 242-266.

PART III. THEORETICAL PERSPECTIVES ON SED POLICY

Week 5 ***The Anti- and Reluctant Collectivist Perspectives on SED Policy--The Commitment to Meritocracy and Inequality: Income Security Policy***

Major Concepts Covered This Week:

- The "Capitalist" paradigm of social policy development
- Schools of capitalist ideology vis-à-vis welfare and SED policy:
 - Free market
 - Malthusian/Social Darwinist
- The "invisible hand" of the market in correcting for inequalities
- *Scarcity* as the dominant organizing principle
- *Pricing* as the mechanism to control supply and demand
- Welfare—necessary function or drain on free market resources?

Readings:

*# Buchholz, Todd G. 1989. New Ideas From Dead Economists: An Introduction to Modern Economic Thought (New York: Plumble).

- Chapter 1. Introduction: The Plight of the Economist, pp. 1-9.
- Chapter 2. The Second Coming of Adam Smith, pp. 10-41.
- Chapter 3. Malthus: Prophet of Doom and Population Boom, pp. 42-67.
- Chapter 4. David Ricardo and the Cry for Free Trade, pp. 68-90.
- Chapter 5. The Stormy Mind of John Stuart Mill, pp. 91-114.

Week 6 ***Liberal Interventionists and the Legacy of John Maynard Keynes***

Major Concepts Covered This Week:

Ideology functions as both a lens through which policy makers view the world and, in turn, frame their policy decisions. This unit will identify the contribution of John Maynard Keynes and other key Liberal Interventionists in attempting to find a “middle path” between active government intervention and *laissez faire* in the market place in responding to the major policy needs of poor and historically disadvantaged population groups. The unit also will address the origins and current roles of the Keynesian “Bretton Woods” institutions and discuss their relevance in the context of increasing globalization (of not only global economic systems, but also more inclusive local, national and regional social institutions).

Readings:

*# Buchholz, Todd G. 1989. New Ideas From Dead Economists: An Introduction to Modern Economic Thought (New York: Plume).

- Chapter 7. Alfred Marshall and the Marginalist Mind, pp. 147-175.
- Chapter 9. Keynes: Bon Vivant as Savior, pp. 203-225
- Chapter 10. The Monetarist Battle Against Keynes, pp. 226-246.
- Chapter 11. The Public Choice School: Politics as Business, pp. 247-274.

Week 7 ***Social Fabianism & Radical Perspectives on SED Policy--The Search for Equality, Justice and Social Solidarity***

Major Concepts Covered This Week:

- Radical paradigms of welfare and SED policy
- Major schools within the radical paradigm
 - Dependency analysts
 - Marxists
- *Power* not *scarcity* is the major informing concept
- *Education/re-education*, along with revolution, as the major tools for redressing social injustices
- Social Fabianism—the middle road between the Capitalist and Radical paradigms

Readings

*# Midgley, James. 1997. Social Welfare in Global Context (Thousand Oaks CA: SAGE Publications).
Chapter 5, Theories of State Welfare, pp. 89-110.

* Wikipedia. 2006. "Fabian Society". Available at: http://en.wikipedia.org/wiki/Fabian_Society. Accessed October 15, 2006.

* Official website of the Fabian Society in the United Kingdom. Available at: <http://www.fabian-society.org.uk/net.asp>. Accessed October 15, 2006. Review for content and current trends.

PART IV. UNRAVELLING THE SED POLICY MIX

Week 8 *The Policy Development Mix: State/Market/Civil Society/Families and Households
[Estes PowerPoint Presentation on the "Welfare Mix"]*

Major Concepts Covered This Week:

- Understanding the "welfare/development mix"
- Identifying the strategic partners in SED policy development
 - The state
 - The market
 - The family/household
 - The non-government/PVO/NGO/Civil Society sectors
- Achieving balance in responsibilities and functions
- Different roles and functions across the various SED sectors
- The search for balance in the development mix

A/V Presentation: Estes, Richard J. 2006. "The Welfare Mix in Alleviating Poverty in the US," PowerPoint presentation available for downloading from Praxis.

Readings:

A. Policy Mix Frameworks

* Dubey, Sumati. 1980. Conceptual framework for comparative analysis of social policies," Social Development Issues 4:63-78.

* Evers, Adalbert. 1988. Shifts in the welfare mix--introducing a new approach for the study of transformations in welfare and social policy, in Evers, A. and H. Wintersberger Shifts in the Welfare Mix (Vienna: Center for Social Welfare Training and Research), pp. 7-30.

*# Hall, Anthony & James Midgley. 2004. Social Policy For Development (London & Thousand Oaks CA: Sage Publications). Chapter 4. Social Policy and Urban Development.

Johnson, Norman. 1987. The Welfare State in Transition: The Theory and Practice of Welfare Pluralism.

Introduction

Chapter 3, What is Welfare Pluralism?
Chapter 4, The Informal Sector
Chapter 5, The Voluntary Sector and Social Welfare
Chapter 6, The Commercial Sector and Social Welfare
Chapter 8, Alternative Futures

* Tracy, Martin B. 1992. Cross-national social welfare policy analysis in the graduate curriculum: A comparative process model J of Social Work Education 28(3):341-352.

B. Studies and Data Sources Using the Policy Mix Framework

Estes, Richard J. 2006. "Asia and the New Century: Challenges and Opportunities", *Social Indicators Research*. Search the article's extensive bibliography for other references related to your area of research.

Estes, Richard J. 2005. "Global change and indicators of social development," in Marie Weil (Editor) Handbook of Community Practice (Beverly Hills CA: Sage Publications).

Stoesz, David et al. 1999. International Development (Boston: Allyn Bacon), Chapter 13, The Progress of Nations, pp. 224-241.

United Nations Annual Reports (including the World Development Report series (World Bank); the Human Development Report series (UNDP); The State of the World's Children report series (UNICEF); among others. Note: Typically, separate versions of these report series are prepared at the global, regional, and national levels (e.g., the HDR, and WDR series) and many deal with specific populations (e.g., migrants) or with special social risks or problems (e.g., poverty, HIV/AIDS). Thus, you will need to familiarize yourself with the contents of the publications listed on the homepages of the sponsoring United Nations or other INGO entity.

Week 9 ***Public Sector Actors in Policy Development: Approaches to Poverty Alleviation***
[Student Panel]

Major Concepts Covered This Week:

- The role of state sector in SED policy
- Pressures on the state sectors
- The changing role of the state in giving leadership to ending poverty
 - "poverty"
 - competing definitions of poverty
 - alternative approaches to measuring poverty
 - implications of competing definitions and alternative measurement approaches for policies directed at alleviating

Readings:

A. The Changing Role of the State in Social Policy

Beverly, Sondra G. & Sherraden, Michael. 1997. Investment in human development as a social development strategy, Social Development Issues 19(1):1-18.

Clark, Robert F. 2006. Giving Credit Where Due: A Path to Global Poverty Reduction (New York: University Press of America).

United Nations Development Programme (UNDP). 1997. Human Development Report, 1997 (NY: Oxford University Press). Special issue on global poverty. Read at least two chapters.

*United Nations Development Programme (UNDP). 2003. Human Development Report, 2003: Millennium Development Goals (MDGs): A Compact Among Nations to End Human Poverty (New York: Oxford University Press). Read at least the introduction and at least two chapters that discuss in depth the United Nations 8 MDGs for the years 2003-2015.

* World Bank, 1997. World Development Report, 1997: The State in a Changing World. Special issue on the changing role of the State in rich and poor countries. Read at least two chapters.

World Bank. 2001. World Development Report, 2000/2001: Attacking Poverty (New York: Oxford University Press). Read at least the introduction and two additional chapters.

World Bank. 2004. World Development Report, 2004: Making Services Work For Poor People (New York: Oxford University Press). Read at least the introduction and two additional chapters.

B. Approaches to Poverty Alleviation

* Estes, Richard J. 1999. "The 'Poverties': Competing Definitions and Alternative Approaches to Measurement," Social Development Issues 21(2):11-21.

Förster, Michael F. & Koen Vleminckx. 2004. "International comparisons of income inequality and poverty: findings from the Luxembourg Income Study" Socio-Economic Review 2:191-212. Also available on the website of the Luxembourg Income Study Special Report Series.

*# Hall, Anthony & James Midgley. 2004. Social Policy For Development (London & Thousand Oaks CA: Sage Publications). Chapter 2. Poverty, Inequality and Development: The Challenge for Social Policy.

* U.S. Census Bureau. 2006. Poverty in the United States, 2005. Multiple reports, tables, charts and other materials concerning patterns of poverty in the United States may be downloaded from the following URL: <http://www.census.gov/hhes/www/poverty/poverty.html>.

Sachs, Jeffrey. 2005. The End of Poverty: Economic Possibilities for Our Time (New York: Penguin).

C. Social Security: The World's Most Successfully Transferred Social Program

Dixon, John. 1999. Social Security in Global Perspective (Westport CT: Praeger Publishers). The volume covers the multifaceted nature of social security of social provident funds in all regions of the world.

*# Hall, Anthony & James Midgley. 2004. Social Policy For Development (London & Thousand Oaks CA: Sage Publications). Chapter 8. Social Security Policies and Programmes.

Jordan, Bill with Charlie Jordan. 2000. Social Work and the Third Way: Tough Love as Social Policy (London: Sage Publications). Addresses the shrinkage of the social safety net in the United Kingdom and its impact on families, civil society, and other social collectivities.

Week 10 ***Private Sector Actors in Policy Development--The Market: Social Insurance, Credit Granting, Promoting Economic Growth***
[Student Panel]

Major Concepts Covered This Week:

The market is centrally concerned with three functions...each of which bears directly on social policy: 1) production; 2) distribution; and 3) consumption. This unit will explore the different types of markets (e.g., capitalist, centrally planned, communist) in realizing these functions.

Readings:

*# Prigoff, Arline. 2000. Economics for Social Workers: Social Outcomes of Economic Globalization With Strategies for Community Action (Belmont CA: Wadsworth/Thomson Learning). The volume is quite rich and you can select your own chapter(s) to read, but Section III is especially rich for a discussion of the negative impact of capitalist markets and the Bretton Woods institutions in slowing the pace of progress in developing countries: "Historic Establishment of Corporate Domination Over a Global Economy", pp. 115-150.

Stoesz, David et al. 1999. International Development (Boston: Allyn Bacon). Chapter 6, Strategies of Economic Development, pp. 102-127.

Week 11 ***Private Sector Actors in Policy Development—Civil Society Organizations: The Provision of Personal Social and Health Services***
[Student Panel]

Major Concepts Covered This Week:

- private vs. public sector
- major policy partners/actors in the private sector

- individuals and families
- employers (including corporations)
- workers organizations
- community groups, organizations
- religious organizations
- philanthropies
- private voluntary organizations (including the “independent” and “Third Sector”)
- differentiation of roles and responsibilities between and among private sector policy actors
- relationship between public and private sector actors

Readings:

Boris, Elizabeth & C. Eugene Steuerle. 1999. Nonprofits and Government: Collaboration and Conflict (Washington: Urban Institute Press).

Editors. 2005. Giving USA, 2005 (New York: American Association of Fund-Raising Counsel Trust for Philanthropy).

*# Hall, Anthony & James Midgley. 2004. Social Policy For Development (London & Thousand Oaks CA: Sage Publications).

Chapter 6. Health Systems in Developing Countries.

Chapter 7. Social Work and the Human Services.

*# Healy, Lynne. 1995. International social welfare: Organizations and activities, in Edwards, Richard (Editor-in-chief). Encyclopedia of Social Work. Supplement to the 19th Edition. (Washington: National Association of Social Workers).

Johnson, Norman. 1987. The Welfare State in Transition: The Theory & Practice of Welfare Pluralism (Amherst: University of Massachusetts Press).

Chap 4. The informal sector and social welfare

Chap 5. The voluntary sector and social welfare

Chap 6. The commercial sector and social welfare

Lindenberg, Marc. 1999. Declining state capacity, voluntarism, and the globalization of the not-for-profit sector, Nonprofit & Voluntary Sector Q 28(4):147-167.

McCarthy, Kathleen, Virginia Hodgkinson, Russy Sumariwalla. 1992. The Nonprofit Sector in the Global Community (San Francisco: Jossey-Bass).

Salamon, Lester M. 1999. America's Nonprofit Sector: A Primer (New York: The Foundation Center).

Week 12 ***Private Sector Actors in Policy Development—the Family/Household: Social Care for Age-Dependent and other non Economically Members of the Household [Student Panel]***

Major Concepts Covered This Week:

- *households* vs. families
- families in traditional vs. contemporary societies
- families in economically advanced vs. developing societies
- changing functions between members of families in economically advanced societies
- contribution of social policy in mediating changing roles and responsibilities of families and households in economically advanced societies
- social policy responses to failures in family/household functioning

Readings (select at least 1-2 references under each heading):

Lefaucheur, N. & M. Rein. 1999. Framing and Reframing Social Policy Paradigms: The Case of the Lone Parent (Brookfield: Ashgate Publishing Ltd.). Review selected chapters.

* Wikipedia. 2006. "Family". Available at: <http://en.wikipedia.org/wiki/Family>. Accessed October 15, 2006.

* Wikipedia. 2006. "Household". Available at: <http://en.wikipedia.org/wiki/Household>. Accessed October 15, 2006.

A Aging in Comparative Perspective

Brubaker, T. H. & Brubaker, E. 1994. Family Care of the Elderly in the United States - An Issue of Gender Difference? In Kosberg, J. I. (Ed.), Family Care of the Elderly. (SAGE).

Coleman, Barbara J. 1995. European models of long-term care in the home and community, International J of Health Services, 25(3):455-474.

Hennessy, Patrick. 1996. Caring for frail elderly people: Policies in evolution, OECD Policy Studies.

B Child Rearing in International Perspective

Children's Defense Fund (CDF). 2005. The State of America's Children - Yearbook, 2005 (Washington, DC: CDF).

* United Nations Children's Fund. 1986. Convention on the Rights of Children. Available at: <http://www.unicef.org/crc/>. Accessed October 15, 2006.

* United Nations Children's Fund (UNICEF). (2006). The State of the World's Children 2006 - Excluded and Invisible (New York: Oxford University Press). Read selected chapters and carefully review the volume's statistical annex.

PART V.
BRIDGING THE POLICY GAP BETWEEN RICH AND POOR COUNTRIES
WITH A FOCUS ON THE SPECIAL POLICY-RELATED NEEDS OF
HISTORICALLY DISADVANTAGED POPULATION GROUPS

Week 13 Women & Children: Local, National & International Dilemmas
[Student Panel]

Major Concepts Covered This Week:

- identifying and defining “historically vulnerable population groups” in economically advanced societies
- social policy implications for excluding larger numbers of people from the social mainstream
- explanations for past failures to remedy recurrent problems of social and economic exclusion
- current efforts to redress social injustice and economic inequality relating to vulnerable population groups

Readings:

A. Women

* GenderStats (World Bank). Available at the following website:

<http://devdata.worldbank.org/genderstats/home.asp>

Cagan, Elizabeth & Maria Julia. 2000. Women, democracy and global transformation: Toward a reconceptualization, Social Development Issues 22(2/3):24-31.

Kinnear, Karen L. 1997. Women in the Third World: A Reference Handbook (Santa Barbara: ABC-CLIO, Inc.)

Matusi, Yayori. 1999. Women in the New Asia: From Pain to Power (New York: Zed Books).

Meintjes, S., Pillay, A. & Turshen, M. (Eds.) 2002. The Aftermath: Women in Post-Conflict Transformation (London: Zed Books).

Save the Children. 2005. State of the World's Mothers, 2005 (New York: Oxford University Press).

May be downloaded without charge from the following website:

http://www.savethechildren.org/mothers/report_2004/index.asp

Sidel, Ruth. 1998. Keeping Women and Children Last: America's War on the Poor (New York: Penguin).
Review selected chapters.

* Wikipedia. 2006. “Feminism”. Available at: <http://en.wikipedia.org/wiki/Feminism>. Accessed October 15, 2006.

B. Children

Bartell & O'Donnell (Editors). 2001. The Child in Latin America (Notre Dame IN: University of Notre Dame Press).

Centre for Child and Society. 2002. International Perspectives on Child Protection (Glasgow: University of Glasgow).

*# Hall, Anthony & James Midgley. 2004. Social Policy For Development (London & Thousand Oaks CA: Sage Publications). Chapter 5. Basic Education for Social Development.

Raschick, Michael. 1996. A comparative analysis of developing nations' national programs of action for children, Social Development Issues 18(2):18-33.

* United Nations. 1989. Convention on the Rights of the Child. Read the entire convention and, as possible, some of the background documents that helped frame the convention (available from the UN website accessible through *Praxis*).

Vleminckx, Koen & Timothy M. Smeeding (Editors). 2001. Child Well-Being, Child Poverty and Child Policy in Modern Nations: What Do We Know? (Bristol: The Policy Press).

Week 14 ***Racial, Ethnic and Sexual Minorities: Human Rights Policy***
[Student Panel]

Major Concepts Covered This Week:

- defining “minority”
- minority in the context of social policy
- minority vs. majority vs. mainstream “rights” and, hence, social policy
- redressing social and economic injustices through social policy associated with social exclusion of minorities from social mainstream

Readings: (Select at least two articles, books or reports to review—most are available on the WWW via *Praxis* or through a simple GOOGLE search).

Amnesty International. 2006. Amnesty International Report, 2006 [Read reports for the countries you selected for comparative analysis].

Freedom House. 2006. Freedom in the World, 1999-2006. (NY: Freedom House).

Reichert, Elisabeth. 2006. Understanding Human Rights: An Exercise Book (Thousand Oaks CA: Sage Publications). Read selected chapters of interest to you...most of which make extensive use of United Nation’s promulgated Declaration and Agreement concerning human rights, genocide and the like.

* United Nations. 1948. The Universal Declaration of Human

United Nations. 1966. The Covenants on Human Rights. (Available on the United Nation's website via *Praxis*).

* United Nations. 1966. The International Covenant on Civil and Political Rights. (Available on the United Nation's website via *Praxis*).

Week 15 ***Review and Integration***
[Student Panel Focused on the Role of Social Policy in Advancing Social Justice Between and Within Rich and Poor Nations]

Major Concepts Covered This Week:

- interdependence vs. self dependency
- international cooperation
- region-building
- world-building
- the role/contribution of international declarations, covenants and declarations in setting the moral ground for promoting peace through mutual development of all nations, including the most impoverished.

Readings:

*# Hall, Anthony & James Midgley. 2004. Social Policy For Development (London & Thousand Oaks CA: Sage Publications). Chapter 9. International Development Cooperation and Social Policy.

Figueira-McDonough. 2007. The Welfare State and Social Work: Pursuing Social Justice (Thousand Oaks CA: Sage Publications). Read selected chapters of special interest to you.

Hokenstad, M.C. and James Midgley (Eds.). 2004. Lessons From Abroad: Adapting International Social Welfare Innovations (Washington DC: National Association of Social Workers Press). This volume emphasizes the transfer of social technologies from developing to developed nations. Contains many useful and thought provoking examples.

Johnston, R.J. et al. 2002. Geographies of Global Change: Remapping the World. 2nd Edition. (Oxford: Blackwell Publishing). Read selected chapters of this very comprehensive volume on all aspects of social and economic development occurring in both rich and poor countries.

Prigoff, Arline. 2000. Economics for Social Workers: Social Outcomes of Economic Globalization with Strategies for Community Action (Belmont CA: Brooks/Cole & Wadsworth/Thomson Learning).

Van Wormer, Katherine. 2004. Confronting Oppression, Restoring Justice: From Policy Analysis to

Social Action (Alexandria VA: Council on Social Work Education). A very thoughtful and provocative book that clearly formulates the agenda for building a new world order based on justice for all.

* World Bank (2006). World Development Report, 2006: Development and Equity (New York: Oxford University Press). Read the concluding chapters of this very insightful report.

SEMESTER ASSIGNMENTS

Students will undertake original research on a SED policy issue of interest to them. The policy issue selected for analysis must be related to the student's own sector of SED activity and, to the fullest extent possible, should reflect a significant SED dilemma for the United States and economically impoverished countries. Through their analyses students are expected to:

1. focus on a relevant social work, social welfare or social policy issue within the student's sector of SED activity/interest (e.g., housing, health, education, transportation, urban development, etc.);
2. demonstrate an increased understanding the dynamics of policy development within the student's sector of SED activity;
3. demonstrate increased skill in conducting a small-scale comparative analyses that contributes to an understanding of the dynamics of social welfare development in the United States and at least two low-income countries;
4. demonstrate increased appreciation for the contribution of social work, social welfare, and the social policy enterprises in contributing to more fully integrated social and economic development; and,
5. address the needs of one or more historically disadvantaged population group in the United States.

ASSIGNMENT #1: Selection of An Appropriate Socio-economic Development (SED) Research Topic (Due Week 3)

Prepare a "mini-proposal" for research on a specific SED topic, issue or problem of particular interest to you. Your proposal should contain at least the following elements:

1. a working title (no more than 10 words);
2. a brief discussion of the significance of the SED issue selected for analysis for: a) social work, social welfare or social policy; b) the United States, or the student's country of origin; and c) for other selected economically impoverished countries;
3. identify and justify your selection of the three countries that will be included in your cross-national analysis of this issue;
4. an annotated bibliography of at least 6 references directly related to the SED policy issue;
5. the names of at least two SED resource people on the Penn campus, or in the broader Philadelphia community, whom you plan to consult as part of your project; and
6. a working timetable (GANTT Chart). [Note: For various examples of how to organize a GANTT chart see: <http://www.ganttchart.com/>]. In essence, though, the GANTT chart needs to: a) iden-

tify the major research tasks to be carried out during the course of your project; AND, 2) the week when each task will begin and end. GANTT charts can be created using either MS-Word or MS-Excel.

The mini-proposal should not exceed more 3-4 pages-- exclusive of any tables, charts and other materials that may be appendixes to the proposal.

ASSIGNMENT #2 The Global Dimensions of the SED Policy Dilemma
(Due Week 7/8)

Using a variety of data sources:

1. identify the SED policy dilemma that you selected for analysis;
2. from a global perspective, identify the underlying social, political, and economic causes of the SED policy issue or dilemma;
3. identify the implications of the issue for at least one historically disadvantaged population group in the U.S. and economically impoverished nations (including women, the aged, the poor, children and youth, disabled persons, refugees, the mentally ill, and other who have been disadvantaged by virtue of race, religion, ethnicity, social class, caste, or sexual orientation);
4. using charts, tables, and graphs illustrate the seriousness of the SED policy dilemma since at least 1980;
5. identify and discuss the major ideological traditions that seek to explain the persistence of this phenomenon over time;
6. using appropriate literature sources, identify a range of solutions that are needed to resolve the SED policy dilemma; and,
7. identify the unique contributions of social work, social welfare, and social policy in helping to resolve the policy dilemma.

The review should be well-documented and should draw broadly from books, journal articles, and other published resource materials. You should also seek the advice and guidance of the persons that you previously identified as project consultants.

The paper may not exceed 10-12 pages, exclusive of tables, charts, graphs and other materials contained in the paper's appendix.

ASSIGNMENT #3: Three Nation Cross-National Comparative Analysis (Due Week 13/14)

Using the general outline reprinted on the next page, report the results of your three nation cross-national comparative SED policy analysis. The analysis should follow the general analytical models for cross-national welfare analysis described by either Dubey (1980) or Tracey (1992). In all cases, a variant of the Evers Wintersberger “Welfare Mix” chart also needs to be attached for each country. In addition, the analysis must:

1. report comparative SED policy findings for three countries, at least one of which must be the U.S. (or the student's country of origin);
2. identify the underlying social, political, and economic issues that contribute to the persistence of the SED policy dilemma over time within each country;
3. discuss the implications of the SED policy dilemmas for historically disadvantaged population groups within each country;
4. identify the unique contribution of social work and social welfare in helping to resolved the SED policy dilemma within each country; and,
5. offer reasonable suggestions concerning how the dilemma selected analysis can be resolved for either the United States or your country of origin (not for all three countries) as we begin a new decade.

Further, the analysis reported in the paper must:

6. make use of both qualitative and quantitative data sources; and,
7. contain charts, tables, and graphs that illustrate the extent to which this SED policy dilemma exists in countries selected for analysis;

The final paper may not exceed 12-15 pages--exclusive of tables, statistical annexes, bibliography, and other appended materials.

General Outline for Final Paper (Assignment #3)

PART I INTRODUCTION (1-2 pages)

Must introduce reader to the comparative welfare dilemma selected for analysis. This section must include at least a brief review of the relevant literature cited and a statement of the major questions or hypotheses that will be explored in the paper. Be sure to cite your work properly.

PART II METHODOLOGY (1-2 page)

Contains a summary of the major research methods that were used to collect and analyze the data. At a minimum identify and briefly discuss: data sources (including consultants and other resource persons used), time frame for the study, the rationale for countries selected for comparative analysis, the levels of analysis employed, and the study's major limitations.

PART III FINDINGS (8-6)

This section is divided into two parts: country-specific findings and cross-national findings. Following a brief introduction that identifies how the Finding section is organized, begin your discussion with the findings that relate most directly to your study's central questions and, then, proceed to a discussion of secondary or more detailed findings)

PART IV CONCLUSIONS WITH RECOMMENDATIONS FOR ACTION (2-3 pages)

This is the so-called "so what" section, i.e., the section in which you summarize the study's most important findings and suggest a range of solutions that will advance resolution of the continuing issues or problems identified through your research. Therefore, this section reflects both your empirical findings and your own views concerning how to achieve a more socially just world.

APPENDIX

The appendix section will vary considerably from student to student depending on the nature and scope of the particular study undertaken. In general, though, the appendix should include detailed descriptions of the social, political, and economic structure of each country selected for analysis. The Appendix may also contain tables, charts and graphs that are too large to contain in the main text.

GENERAL FORMAT FOR COMPARATIVE TABLES
TO BE INCLUDED SEMESTER-END PAPERS

Note: The recommendations that follow are of a general nature only. The format used for individual papers should conform to the reporting requirements of each paper.

Table 1: Country Description

Using the CIA World Fact Book provide a brief summary of the social, political, and economic conditions of each of your comparison countries. In all cases, the table should include type of polity and economy and, as possible, information concerning the geographic size, location, location, population pyramid, and other relevant descriptive information for each country.

Table 2: Country Profile on Your Major Dependent Variable

Identify the profile of each country on your major dependent variable using a variety of indicators appropriate to that variable, e.g., for "poverty" identify the definitions used to classify poor, the number of people who are poor by this definition, and other factors related to that poverty (e.g., gender, age, racial/ethnic factors).

Table 3: Country Approaches to Resolving/Responding to the Issue of Concern to You

Use this table to identify the range of social policies/programs adopted by your countries to resolve the dilemma or social problem described in Table 2. In terms of poverty, for example, this table would include major policies and programs adopted by each country. Simply list the initiative and, as possible, describe their intended outcome.

Table 4. Pre-/Post-Policy or Program Impact

This table is used to show the impact of each country's approach to solving the social problem/issue identified in Tables 2 and 3. In terms of poverty alleviation, for example, show the impact of various cash and social transfer programs on reducing poverty for the particular age/population groups of particular interest to you.

* * * * *

You may, of course, have more tables than the four listed above. These are "anchoring" tables and, as such, are offered as a way of for you to communicate simply a lot of descriptive information concerning the social need/problem of interest to you. Almost always, more detailed tables are needed.

For a fuller discussion of other approaches to collecting, reporting and analyzing your data, please see the references by Sumati Dubey (1980), Adelbert Evers & Helmut Wintersberger (1988), and Martin Tracy (1992).