

University of Pennsylvania
Ph.D. program in Social Welfare
Office hours: by arrangement

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Thursdays, 3:30 – 6:30PM
3415 Walnut Street 2nd Floor Conference Room 203

Social Work 803

History and Philosophy of Social Welfare

Fall, 2021

During the last two decades of the twentieth century, the set of institutional arrangements known as the “welfare state” went through a fundamental redefinition. This course uses this redefinition as a lens through which to assess current dilemmas in social welfare. The welfare state had its origins in concerns about the adequacy of markets in providing for the entire population. Whether in its liberal, conservative, or socialist variant, state action was seen as central to addressing social needs. As the twentieth century progressed, a variety of forces worked to undermine these arrangements. The course discusses on the emergence of the welfare state and its development, the structural and ideological forces that have shaped and challenged it, and an array of perspectives for moving beyond the old welfare state. Integrated throughout the discussions will be the role of social exclusion—especially exclusion based on race, ethnicity, and gender—and the social movements that have challenged exclusion and their long-term impact on social welfare institutions.

Course objectives

By the end of the semester students should be able to:

- Describe the major events in the development of American social welfare
- Compare the American welfare state’s history to that of other developed nations
- Articulate the ways in which race, gender, and class influenced the development of American social welfare during the 19th and 20th centuries
- Analyze how authors construct their arguments and use evidence to support them.
- Identify rational and justification for what should be done, by whom, at what cost, for/to whom based on the idea of a “good society” and what is desired to make a “good society.”
- Integrate relevant quantitative and qualitative data into understanding of social welfare problems

Course requirements

1) *Lifetime Achievement Award or Retirement Statement (1-2 pages). Due September 16th.*

Ungraded and submitted via email. Write your own professional lifetime achievement award. Talk about what you hope to accomplish in your professional life with your PhD as a scholar/researcher and/or educator and/or another area. What would you hope to leave on the social welfare field and how might it connect to what has or should already be done?

2) Response papers (20 percent of grade)

Each student is required to submit a 1-page (250-400 words) reaction paper each week that examines some aspect of the week's reading. Papers should be submitted to the appropriate "discussion" on Canvas by Tuesday noon of the week the book is assigned. Students are encouraged to read other students' posts for that week before class. Students typically will be asked to read or summarize their reaction papers as a way of beginning class discussion. There is no set format for these papers. Students should address some aspect of the author's argument, their methods, or the implications of the book for another aspect of social welfare. Obviously, one page is not enough space to provide a detailed exegesis, so you should use the paper as an opportunity to reflect on the value (or lack thereof) of the book. One way to think about the paper is as an op-ed piece for a newspaper; take a stance with respect to the reading and think about the implications of that position. Because the purpose of the assignment is to get students to think about the book before class, full credit will be given to any paper turned in on time and no credit will be given for late papers.

NOTE: A response paper is not required the weeks a student is discussion leader.

3) Class leading and participation (20 percent of grade)

Students should come to class every week prepared to take an active role in discussing the week's reading. This includes developing a grasp of the authors' arguments and use of evidence and questions about the book itself and the book's relationship to broader issues in the history of social welfare and current policy dilemmas.

In addition, each student will take responsibility for contributing to the discussion of the reading for two weeks during the semester. The *first* week they sign up for they simply should send Professor Cadet a list of 3-5 questions they'd like the class to discuss that week. The *second* time, students should take a lead role in organizing and running the seminar, as well as developing a set of discussion questions. Sign-ups will occur in the first class. Students should arrange to talk or email with Professor Cadet before they present to discuss what we would like the class to get out of the discussion and the division of labor between Professor Cadet and the discussion leader.

4) Research Paper (40 percent of grade)

The purpose of this assignment is to explore a U.S. social welfare issue, concern, development, or policy in depth and reveal the implications on/for a particular group/population. The paper requires a historical overview; a discussion of the target population, the demographics (who benefits, eligibility criteria); a discussion of ideological and values that are the basis of/inherent in the social welfare issue, concern, development, or policy that includes gender, race, and class. The paper has 4 parts:

- a) An identification and discussion of a social welfare issue, concern, development, or policy and a brief historical overview of the policy. Include in your discussion an explanation of how this social issue, concern, development, or policy affects or impacts your target populations as well as society as a whole. In your historical review, examine and discuss the development of the social issue, concern, development, or policy, pursue why it was developed and to what issues or problems it was responding, and identify what it was intended to accomplish
- b) A description/discussion (including statistical descriptors) of the demographics of the target population including who benefits and under what conditions (eligibility criteria) and for how long (time, age limits)

- c) An analysis/discussion of ideological and values that underpin this issue, concern, development, or policy that includes gender, race, and class. If there are specific political influences, discuss them
- d) What is your overall interpretation of this welfare issue, concern, development, or policy and what would or could be done to enhance or change it?/ What are the implications of your research for our understanding of social welfare.

Write the paper in accordance with one of the two journals (as if you will be submitting to them).

1. Social Service Review - <https://www.journals.uchicago.edu/journals/ssr/instruct#prepare>
2. Health Affairs (if your topic has a health focus of some type) - <https://www.healthaffairs.org/help-for-authors>
3. Another journal of your choosing (needs prior approval)

5) *Research Presentation (20%)*

Students are required to prepare a 15–20-minute presentation on their research paper. Each student must use PowerPoint.

Class schedule (unless otherwise noted, plan on reading the entire book).

September 2— *Overview of US social welfare history/Making poverty visible to the invisible*

“What happens when a government safety that is built on the assumption of full-time, stable employment at a living wage combines with a low-wage labor market fails to deliver on any of the above.”

Edin, K., & Shaefer, H. L. (2015). *\$2.00 a day: Living on almost nothing in America*. Houghton Mifflin Harcourt.

Ebook: <https://ebookcentral-proquest-com.proxy.library.upenn.edu/lib/upenn-ebooks/detail.action?docID=3433171>

Stern, MJ (2014) *Engaging social welfare: An introduction to policy analysis* (Chapters 2 & 3). New York: Pearson Educational.

September 9— *Overview of political and sociological introduction to social policy*

Understanding the nature of social programs and the political struggles surrounding them.

Béland, D. (2010). *What is social policy? Understanding the welfare state*

September 16— *Deep Dive: Placing the history of social welfare and the shaping of policy development, Part 1*

Stern, M. J., & Axinn, J. (2017). *Social welfare: A history of the American response to need*. Pearson. (On Reserve)

September 23— *Deep Dive: Placing the history of social welfare and the shaping of policy development, Part 2*

Stern, M. J., & Axinn, J. (2017). *Social welfare: A history of the American response to need*. Pearson. (On Reserve)

September 30— *Agents of social welfare: Repairing, controlling, defending*

Welfare as a government tool to control political unrest and to control labor

Piven, F. F., & Cloward, R. (2012). *Regulating the poor: The functions of public welfare*. Vintage.

October 7— *The Intellectual History of Poverty*

O'Connor, A. (2001). *Poverty knowledge: Social science, social policy, and the poor in twentieth-century U.S. history*. Princeton, N.J.: Princeton University Press.

Ebook: <https://www-degruyter-com.proxy.library.upenn.edu/document/doi/10.1515/9781400824748/html>

October 14 – FALL BREAK

October 21— *The Color of the Welfare State*

Fox, C. (2012) *Three worlds of relief: Race, immigration and the American welfare state from the Progressive era to the New Deal*. Princeton: Princeton University Press
Ebook: <https://www-degruyter-com.proxy.library.upenn.edu/document/doi/10.1515/9781400842582/html>

October 28— *Japanese internment as a challenge to American Law and Social Work's Ethics*

Park, Yoosun (2020) *Facilitating Injustice: the complicity of social workers in the forced removal and incarceration of Japanese Americans, 1941-1946*. New York: Oxford University Press.
Ebook: <https://oxford-universitypressscholarship-com.proxy.library.upenn.edu/view/10.1093/oso/9780199765058.001.0001/oso-9780199765058>

November 4—*Disability politics*

Gordon, L (1988), *Heroes of their Own Lives*, (Chapter 2 and 3). New York: Viking.
Ebook: <https://www-fulcrum-org.proxy.library.upenn.edu/concern/monographs/3j333230k>

Rose, Sarah F (2017) *No right to be idle: the invention of disability, 1840s-1930s*. Chapel Hill: University of North Carolina Press.
Ebook: <https://web-a-ebshost-com.proxy.library.upenn.edu/ehost/detail/detail?vid=0&sid=e65cba86-e8a2-4f45-985e-5e9fb1ca441e%40sdc-v-sessmgr02&bdata=JnNpdGU9ZWZWhvc3QtGjZlZQ%3d%3d#AN=1468408&db=nlebk>

November 11— *The high-income welfare state*

Hacker, J. S. (2002) *The divided welfare state: the battle over public and private social benefits in the United States. (Parts I and III)*. Cambridge: Cambridge University Press.
Ebook: <https://www-cambridge-org.proxy.library.upenn.edu/core/books/divided-welfare-state/A03D80F34E7A6764677E794038A7CB89#>

November 18—*Welfare states in comparative perspective*

Esping-Andersen, Gosta (1990). *The three worlds of welfare capitalism*. Princeton, N.J.: Princeton University Press. Pp. 1-78. **(On Canvas)**

November 23— *Legislating segregation*

(Note this is a Tuesday since November 25 is the Thanksgiving Holiday)

Gordon, Colin (2019), *Citizen Brown: Race, democracy, and Inequality in the St. Louis suburbs*. Chicago and London: University of Chicago Press.

Ebook: <https://www-degruyter-com.proxy.library.upenn.edu/document/doi/10.7208/9780226647517/html>

December 2— *Social Movements Transforming Government: Government Transforming Social Movements*

Orleck, A. (2005) *Storming Caesar's Palace: How black mothers fought their own war on poverty*. Beacon Press,

Available online at: <http://hdl.library.upenn.edu/1017.12/1553835>

December 9—Presentations