INSTRUCTOR

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MEETING TIME and PLACE

Monday 9:00 a.m. to 10:55 a.m., 6116 Sewell Social Science

Please note that class will begin promptly at 9:00 a.m. You are expected to be in your seat by that time, please comply. Class will end by 10:55 a.m. and there will be a very short break.

OFFICE HOURS

Monday 12:00 - 2:00 p.m., 3420 SSSB or by appointment (due to travel and management schedule)

In any case, check with me in class, and if you use email (usually fastest), copy David as he has my schedule. Or call 890-1317 and speak to David. Do one or the other of these before you come up to make sure the calendar is clear and/or I am in town.

COURSE DESCRIPTION

This course is designed to provide an overview of comparative cross-national social policy and the American system of public policy toward human resources, i.e., social policy, with added emphasis on other nations’ approaches to social welfare policy. The other nations include the rich OECD nations as well as emerging middle income countries (MICs) in Asia and Latin America. We will segment social welfare policy into three major branches: health, education and welfare (income security policy). The lines among these categories are, however, often blurred. Similarly, “social policy” is delivered and financed by governments, faith based organizations (FBO’s) nonprofit agencies (“NGOs”), employers, and even the family itself. Spending on “HEW” comprises more than 70 percent of total government spending in the United States and an even higher fraction in other rich nations. The amounts are lower but sometimes with greater effect in the MICs. Thus the topic is fiscally important. There will be some emphasis on cross-national policy analysis and the course will be ‘foreign student friendly’ in that each student can choose her or his own topic for the sequential paper.

What is emphasized in this course and curriculum includes “problem” or needs analysis, policy analysis, program development; and implementation (to some degree), and program evaluation. Disciplines of
economics, sociology, demography, history, political science, evaluation, psychology, law, management, and education all have important contributions to make to the realm of social policy, and to this class. The goal of the course is therefore to give the student an appreciation of the breadth and depth of “social policy” and the way that public policy analysts and administrators design, analyze, and evaluate it.

This course is composed of a series of short lectures and class discussions about the various elements of social policy, which can be addressed with some degree of analytic objectivity. Thus, poverty and income maintenance, welfare reform, health care policy, education policy, income distribution and urban problems are all part of the types of social problems, which we will address.

There will be two short assignments to be handed in; one group project; and one longer sequential paper in three parts: problem analysis, possible solutions, and pulling it all together.

There will be a good chance to express yourself both in writing and speaking in this course. There will be formal class presentations by groups of up to 3 students. Following the comments of previous classes, the required reading material has been condensed to shorter articles and class discussion time has been expanded. There will be two reading lists: one encompassing what is required reading which is mainly short articles. The other is a longer research reading list, available only online, and covering a much wider swath of research on a given topic. The research reading list ought to help you develop a sequential paper topic or prepare for a class presentation. Class lectures will not repeat the readings, rather they will briefly summarize and clarify them. Each outline will include a set of questions for student presentations, class discussion, or a class exercise. On average, we hope to have about 1/2 of each class for lecture and rest for discussion, not only of social problems, but also potential policy solutions to these problems.

**COURSE REQUIREMENTS, ASSIGNMENTS, AND GRADES**

Grades will be based on two brief reaction papers to class readings or handouts; a sequential (3-part) policy analysis paper, and group presentation/class participation. There is no final examination.

**Points (of 100 possible)**

30  Two short assignments @ 15 points each (3 page reaction papers), see descriptive handout for assignment for more; due as specified on the class schedule.

60  Sequential Paper: describe and critically analyze a specific social program, policy alternatives, and the pros and cons of each alternative. This paper will be due in 3 parts. Each section will be graded on 1) quality and thoroughness of analysis; 2) incorporation of research from academic and other sources; and 3) clarity and organization of presentation; timely completion of each part of the exercise. At each stage you will be able to revise the previous edition of the paper if you also hand in the graded original. See descriptive handout on the sequential paper for more. **The final draft of this paper is due on Monday, May 9th or earlier; no exceptions - no incompletes.**

10  Quality of group presentations and of individual classroom participation, assessed all semester.

Final letter grades will conform to graduate/professional school standards, regarding your grasp of material and competence in analyzing policy issues. These range from A (excellent, superior), AB (very good), B (average), BC (barely adequate), C (inadequate). The usual pattern of final grades for this class
are about 1/2 A or AB, about 1/2 B, a few stray BC’s, and an occasional C. In “grading parlance”, I am a “hard” A, and a “hard” C. But yes, I will fail people with C’s if they don’t make a good effort

Masters in International Relations and International Students

While most of the examples of policies in the class are drawn from United States experiences, the policy issues we address; e.g., child poverty, population aging, immigration, education and health care cost, quality, and access are multinational in scope. I will therefore add examples and we will read articles from the cross-national literature, and will encourage you to write your sequential policy analysis paper on a social policy topic of interest to you as it applies to your national situation or cross national situation and interests. In other words, this course is “international student friendly and designed to be for MIR students as well as MPP students.

Doctoral Students

While the class is mainly aimed at professional students, doctoral students are welcome. They should meet separately with me at the beginning of the semester to discuss their course and research objectives. In some cases the sequential paper will become a research paper suitable for journal submission if the student is so inclined. As you will see and hear many PhD student papers and a few masters papers were good enough to be published shortly after class ended

Academic Integrity

This course strictly adheres to the University of Wisconsin Honor System. Plagiarism will not be tolerated. Plagiarism or cheating on papers or assignments will be reported to the appropriate school and university authorities. I expect students to abide by the academic rules and regulations established by the University. These require students to “exhibit honesty in all academic endeavors. Cheating in any form is not tolerated, nor is assisting another person to cheat. The submission of any work by a student is taken as a guarantee that the thoughts and expressions in it are the student’s own except when properly credited to another. Violations of this principle include giving or receiving aid where otherwise prohibited, fraud, plagiarism, or any other deceptive act in connection with academic work. Plagiarism is the representation of another’s words, ideas, programs, formulae, opinions, or other products of work as one’s own, either overtly or by failing to attribute them to their true source.

I take this extremely seriously. It is your responsibility as a student to understand what plagiarism is and how to correctly reference documents and attribute other peoples’ arguments that you are citing. If you have any questions about what constitutes plagiarism, or how to make references in papers, see http://www.uwstout.edu/stusrv/dean/facstaff/dishonesty.shtml.

READING MATERIALS:

There is no assigned textbook for this class. And, you are asked to purchase one packet of readings; a set of class handouts will also be provided:

1. A hard copy of the “required but not online” readings is in a course reader which should be purchased from the Social Science Copy Center in 6120 Social Science. The copy center is open weekdays from 8:00AM-11:45PM and 12:30PM to 4:00PM. The reader will be available by January 31. Ask for course packet PA 974-1, Smeeding. The Reader will be approximately $10. Most of the required readings are not in the course reader, but can be found “online” on the class homepage, as you will see below and on the class website. There is no required textbook for the course.
2. Lecture outlines and newspaper clippings will be provided, as will copies of initial readings for the first and second class lectures, and later some readings as they are published. You can get these in your LAF mailbox, picking them up in 3420 Social Sciences, or by mail.

3. The required reading list follows. The longer reading list including research articles on given topics will be on Learn @ UW.

**LEARN@UW**

All of the required “on-line” readings and a majority of the reference readings will be available on the Learn@UW class site. If you are having trouble accessing the course information on Learn@UW, please contact David Chancellor or Professor Smeeding.

On this page, you will find each class outline as it appears on the hard copies that I will continue to bring to class. You will also find all of the required readings not in the class pack that you can directly click and download; also most reference readings can be found online. There is a large set of user-friendly and helpful websites where you can find up-to-date information on social policy related statistics and reports that might be useful. These sources often prove valuable for your sequential paper background research.

**INTERNET FOR CLASS and CLASS LISTSERVE**

Several class articles will be found on Learn@UW, not in the class reading pack. You may download these simply by clicking on the entry in the reading list on the class homepage which will get you directly to the correct article or website. If there is a problem with a link, please notify David Chancellor (dchancel@ssc.wisc.edu), or myself as soon as you have difficulty. From time to time during the year, I will use Learn@UW to add to readings or to give new addresses for readings and you will be notified by email about these readings.

We will prepare a listserve for class notices, as soon as we have your preferred email addresses (See form distributed first day of class). In the meantime, we have used your UW email address. If you do not get a message from me before the second class please see or email David Chancellor and give him your preferred email address! I rely on the Internet for class messages, notes, comments on assignments, new readings of interest for the course, etc. Hence, everyone should have access to the Net and regularly read their e-mail to fully participate in the class.
## KEY DATES AND BASIC SCHEDULE
### Spring 2011

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture/Topic</th>
<th>Comments and Exercise (due date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/24</td>
<td>Introduction and Overview</td>
<td>Show up, having read a bit</td>
</tr>
<tr>
<td>2</td>
<td>1/31</td>
<td>Role of Government in Social Policy: Approaches, Values, and Institutions (Non-profits, FBO’s and Private Market).</td>
<td>Get the “Big Picture” day on Values and Ideology</td>
</tr>
<tr>
<td>3</td>
<td>2/7</td>
<td>Doing Policy Analysis( Program Evaluation and Implementation) in Social Policy: Tools for You to Use; and Analytic Methods in the Social and Behavioral Sciences and for Social Programs</td>
<td>Sequential paper topic (one paragraph outline and barebones bibliography) due. <strong>Outline returned with comments on 2/14</strong></td>
</tr>
<tr>
<td>4</td>
<td>2/14</td>
<td>Financing Income Security: The Poor, the Old, the Children, the Cost and the Deficit.</td>
<td>The “stuff” begins, dollars first, then family, poverty, inequality, etc. <strong>Short Assignment #1 distributed</strong></td>
</tr>
<tr>
<td>5</td>
<td>2/21</td>
<td>Social Policy Context: Family Change and Family Policy. //</td>
<td><strong>Short Assignment #1 due</strong></td>
</tr>
<tr>
<td>6</td>
<td>2/28</td>
<td>Social Policy Context: Poverty, Inequality, Immobility, and Economic Polarization. //</td>
<td>The changing and mostly unequal socioeconomic world</td>
</tr>
<tr>
<td>7</td>
<td>3/7</td>
<td>Human Capital Investment: Schooling, Job Training, and so on. //</td>
<td>One piece of puzzle; and preferred policy vehicle for enhanced social mobility? <strong>Sequential Paper Part I: Problem Analysis due.</strong></td>
</tr>
<tr>
<td>9</td>
<td>3/28</td>
<td>Health and the Health Care Systems: Focus on Families and Children, continued. //</td>
<td><strong>Short Assignment #2 distributed</strong></td>
</tr>
<tr>
<td>10</td>
<td>4/4</td>
<td>National Health Care System Reformed: What is New and What is left to be Done? //</td>
<td><strong>Short Assignment # 2 due</strong></td>
</tr>
<tr>
<td>12</td>
<td>4/18</td>
<td>Employment, Income Transfers and Earnings — The ‘Low Income’ Poverty and Welfare Solution? //</td>
<td><strong>Sequential paper part II: solution analysis due</strong></td>
</tr>
<tr>
<td>14</td>
<td>5/2</td>
<td>Long Term Care and Disability. //</td>
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<tr>
<td><strong>Monday 5/9</strong></td>
<td><strong>Final Draft of Sequential Paper due in 3420 SSSB 3:00 p.m.</strong></td>
<td><strong>Sequential paper part III: Final Draft due</strong></td>
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// = group presentation possibilities. See sign-up sheet passed out during first class.
COURSE OUTLINE AND Combined (Required and Reference) READING LISTS:

Only articles marked with an * are required. Many of these (ones with * only) can be found in the class packet. Those readings marked *◊ are required and can be obtained from the class page on Learn@UW (they will not be found in the class packet but are online). The *◊ and * are all listed in the required reading list which will be distributed during the first class. The rest are in the online reference list. And ◊ alone means available on the web but not required. Finally the rest of the “reference reading” list is not required, but I have copies of all. And so all other papers or books listed on the website are ‘optional’ but are available to be checked out for up to 48 hours only, from my office shelves (recorded by David Chancellor), or by downloading from Learn@UW (for those marked ◊). These readings may help you further understand a particular issue or better develop a sequential paper topic on a particular issue. If a reading you borrow from me is not accounted for, you will not receive a final grade in the course.

Those preparing class presentations will be given a particular set of material for those presentations. The readings under the heading “some general policy approaches/suggestions” are especially useful for policy solution presentations. These presentations will use likely a mix of *◊, ◊, and *, as well as the rest of the “research” reference list. Please be sure to read the assigned material before class. One objective of the course is informed discussion of social issues. One becomes informed by reading the assigned articles, then listening to the lecture, and then participating in the discussion and exercises.

Week 1
Jan. 24th: Introduction and Overview (Handed Out in LAF mailboxes and IRP on 18 January and to be Read Before Class). (Initial readings marked with a *◊ were copied for your convenience for the opening classes. After the first two weeks you will have to go to Learn@UW or the provided URL to *◊ and ◊ items).


For students to do:

Go to website and figure out YOUR Social Class


Week 2
January 31st: Role of Government in Social Policy: Approaches, Values, Non-Profits, and Privatization (Also handed out before class began)


—and in response—


**Week 3**

**Feb. 7th:** Doing Policy Analysis (Program Evaluation and Implementation) in Social Policy: Tools for You to Use; and Analytic Methods in the Social and Behavioral Sciences and for Social Programs.

Due: Sequential paper topical outline—one paragraph on topic and why you want to explore it and a barebones bibliography—due via email to Professor Smeeding at 3pm (see “Sequential Paper” handout for more).

(Note: Required Reading Pack begins with *Weimer and Vining, 1992, below; you can download *◊, the first one from the web as with others—those with just * are in class packet)


**Week 4**

**Feb. 14th:** Financing Income Security: The Poor, the Old, the Children, and especially the Cost and the Deficit. (Short Assignment #1 distributed)


*Committee for a Responsible Federal Budget. 2010. “Summary Table of Fiscal Plans.” November 29. (to be handed out in class as well).


Week 5
Feb. 21st: Social Policy Context: Family Change and Family Policy (Short Assignment #1 due at beginning of class)


Some General policy approaches /suggestions


*◊Cecchini, S. 2009. “Do CCT Programs Work in Low Income Countries?” IPC One Pager #90. July. (Much More on CCT’s later on!)
Week 6  


Some general policy approaches /suggestions


Week 7

(Sequential Paper Part I: “Problem” analysis due at the beginning of class)

(No Class March 14th –Spring Break)


Some general policy approaches /suggestions


Weeks 8 and 9
March 21st: Health and the Health Care System: Focus on Families and Children
March 28th: Health and the Health Care System: Focus on Families and Children (continued)


Some general policy approaches /suggestions


Week 10
April 4th: National Health Care System Reformed?
(Short Assignment #2 due)


**Some general policy approaches /suggestions**


**Week 11**


**Some general policy approaches /suggestions**


**Week 12**

April 18th: Employment, Income Transfers, and Earnings – The ‘Low Income’ Poverty and Welfare Solution?

(Sequential Paper Part II: solution analysis due)


Some policy approaches/suggestions


Some policy approaches/suggestions


**Week 13**

**April 25th**: Aging: Social Security and Risk Shifting of Security in Old Age


Some Anti-poverty policy approaches/suggestions

Week 14
May 2nd: Long Term Care, and Disability (and Medicare in US) (Last class!)


Policy options


FINAL DEADLINE
Monday, May 9th: Sequential Paper Part III, Final Paper due 3:00 p.m., 3420 SSSB