

Social Welfare Policy
Spring 2022

Faculty

Meghan Doughty (she/her pronouns)

Email: doughtym@Evergreen.edu

Office: Lab 1, 3010

Office Hours: By Appointment (<https://calendly.com/doughtym/15min>)

Communicating: Email, Canvas Announcement and Zoom are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly. I will attempt to respond to all emails Monday-Friday within 24 hours.

Location

Purce Hall (Lecture Room 1), Zoom and Asynchronous (Video lectures)

Time

IN-PERSON

Weekend 1	
04/08 (Fri)	5:00 PM - 8:50 PM
04/09 (Sat)	9:00 AM – 4:00 PM
04/10 (Sun)	9:00 AM – 4:00 PM

ONLINE

Weekend 2	
04/29 (Fri)	5:00 PM - 8:50 PM
04/30 (Sat)	9:00 AM – 12:00 PM 1:00 PM – 4:00 PM Asynchronous*
05/07 (Sun)	9:00 AM – 12:00 PM 1:00 PM – 4:00 PM Asynchronous*

*Two recorded lectures

Course Description: Social welfare policy is intended to protect citizens from the instability of a capitalist system and the insecurities of life. It can come in many different forms from Obamacare to foster care policy. The implementation of the programs created by social welfare policy can also

vary widely between the federal, state and local levels. This course will serve as a tasting menu of a variety of different social welfare policies and their administration. Policies looked at will include healthcare, child welfare, public assistance, and more. You will probe the context and evolution of laws and policies and develop a podcast episode examining current solutions. (Don't worry we will go over how to do this in class!)

Our work will be conducted remotely, using Canvas and Zoom. I will offer alternative assignments if conditions or illness prevent students from accessing our synchronous meetings, which will allow students to earn comparable credit.

Salish Tribal Land Statement: The Evergreen State College is located on the ceded territories of the Medicine Creek Treaty Tribes, which include the Squaxin Island Tribe, the Nisqually Indian Tribe, and the Puyallup Tribe of Indians. The Olympia area was historically a center for trade and exchange among many Salish Sea tribes, including the Chehalis, the Skokomish, and others. With this awareness, we honor the ancestors and pay respect to elders past and present of the Medicine Creek Treaty Tribes, and to all Native peoples of this land.

Learning Objectives

1. You will be able to assess how social welfare and economic policies impact the delivery of and access to social services
2. You will be able to integrate theory of causes of social problems, and of the strengths approach, in selection of strategies for influencing policy development, implementation, and change
3. You will be able to analyze the challenges confronting front-line workers who implement social welfare policy
4. You will be able to translate technical information for a lay audience

Note about Self-Care

- Recognize that this is an academic course about personal and sensitive topics.
- Please exercise good self-care and know your limits. See this [self-care assessment](#) for ideas of how to pay attention to yourself.
- Take breaks while reading.
- Your personal experience and the experiences of the people you know are not representative of everyone's experiences.

- Maintain curiosity and be willing to try new things and be open to new ideas / perspectives.

Credit Policy: Students will receive 4 graduate credits in Public Policy at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance.

Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the [the MPA Handbook College statement on academic honesty](#) more information.

Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Participation & Attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, faculty should be notified prior to a class and/or seminar absence.

After an absence, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After reoccurring absences (being late to class; regularly missing more than one class), you may be denied credit. Finally, if you do miss a class, you are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late Assignments: If there is an unavoidable need to turn in an assignment late, the student should contact me via email no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Evaluation: A written self-evaluation and faculty evaluation are required. All final evaluations are to be submitted via our online evaluation system no later than one week after the last class.

Required Readings

Chapin, R. K., & Lewis, M. (2020). *Social policy for effective practice: A strengths approach*. Routledge.

All readings are posted on Canvas except for *Social policy for effective practice* which is available at the Bookstore.

First Weekend **Friday, April 8th**

Module 1: The Historical Context

- *Social policy for effective practice: A strengths approach*. Chp. 2-3
- Video: CoreEcon, “Thomas Piketty: The long-run economics of wealth inequality.”
- Video: TED Talk, “Kimberlé Crenshaw: The urgency of intersectionality.”
- PODCAST: It’s Been a Minute, “ACT UP: A History Of AIDS/HIV Activism.”

Saturday, April 9th

Module 2: Policy Analysis

- *Social policy for effective practice: A strengths approach*. Chp. 5-6
- Rapp, C. A., Pettus, C. A., & Goscha, R. J. (2006). Principles of strengths-based policy. *Journal of Policy Practice*, 5(4), 3-18.
- Bardach, E.; Patashnik, E. (2015). *Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. CQ Press. Part 1.
- PODCAST: PolicyCast: “Systems Failure: Jason Furman on the cost of economic inequality.”

Module 3: The Economy and Neoliberalism

- *Social policy for effective practice: A strengths approach*. Chp. 4

- Soss, J., Fording, R. C., & Schram, S. F. (2011). *Disciplining the poor: Neoliberal paternalism and the persistent power of race*. University of Chicago Press. Chapter 2
- Wilson, J. (2017). *Neoliberalism*. Chapter 6
- Video: CoreEcon, “Joseph Stiglitz: The financial crisis was a market failure”
- PODCAST: Planet Money, “Patent racism (classic).”

Sunday, April 9th

Module 4: The Front Lines

- Maynard-Moody, S. W., & Musheno, M. C. (2003). *Cops, teachers, counselors: Stories from the front lines of public service*. University of Michigan Press. **Chp.**
- Lipsky, M. (2010). *Street-level bureaucracy: Dilemmas of the individual in public service*. Russell Sage Foundation. **Chp.**
- PODCAST: Embedded, “The Police.”

Module 5: Social Construction of Target Populations

- Herd, P., DeLeire, T., Harvey, H., & Moynihan, D. (2013). Shifting Administrative Burden to the State: The Case of Medicaid Take-Up. *Public Administration Review*, 73(S1), S69-S81.
- Schneider, A., & Ingram, H. (1993). Social construction of target populations: Implications for politics and policy. *American political science review*, 87(2), 334-347.
- CASE STUDY: The Politics of Structuring Interorganizational Collaboration and the Selection of “Good Clients.”
- PODCAST: RadioLab, “The Real Story of the Welfare Queen.”

Second Weekend

Friday, April 29th

Module 6: Child Welfare Policy

- *Social policy for effective practice: A strengths approach*. Chp. 9
- James, Oliver, Sebastian Jilke, Carolyn Petersen, and Steven Van de Walle. 2016. Citizens' Blame of Politicians for Public Service Failure:

- Experimental Evidence about Blame Reduction through Delegation and Contracting, *Public Administration Review* 76(1) 83-93.
- CASE STUDY: The Death of Marchella Pierce: Collaboration, Conflict, and Accountability in Child Protective Services
 - PODCAST: Latino USA, [In the Hand of the State](#). Act 1 of Episode #1849 “In the Hands of the State, The Moth and La Bamba” (25 minutes).

Saturday, April 30th

Module 7: Income Support Policy

- *Social policy for effective practice: A strengths approach*. Chp. 8
- Fiol, O; Waxman, E. & Gundersen, C. (2021) “Persistent Gaps in SNAP Benefit Adequacy across the Rural-Urban Continuum.” The Urban Institute.
- Barnes, M., et al. (2021). “The social insurance system in the US: Policies to protect workers and families.” Brookings Institute.
- PODCAST: The Journal, “Why This Week's Child-Tax-Credit Checks Aren't Coming.”

Asynchronous Module 8: Housing Policy

- *Rural Voices: Meeting Native American Housing Needs*. (2017). Housing Assistance Council, 21(3).
- Fischer, W.; Acosta, S. & Bailey, A. (2021). “An Agenda for the Future of Public Housing.” Center on Budget and Policy Priorities.
- PODCAST: Outsiders, “Episode 8: A Ticking Clock” and “The Rain”

Sunday, May 1st

Asynchronous Module 9: Healthcare Policy

- *Social policy for effective practice: A strengths approach*. Chp. 10
- Johnston, E., McMorrow, S., Thomas, T. & Kenney, G. (2019). *Racial Disparities in Uninsurance among New Mothers Following the Affordable Care Act*. Washington, D.C.: The Urban Institute.
- Xu, H. D., & Basu, R. (2020). How the United States Flunked the COVID-19 test: some observations and several lessons. *The American Review of Public Administration*, 50(6-7), 568-576.
- PODCAST: All My Relations, “Whole Family Wellness.”

Module 10: The Future of Social Welfare Policy

- *Social policy for effective practice: A strengths approach*. Chp. 12
- PODCAST: Codeswitch, “Painting by Numbers”

Assignments

Format: Unless otherwise stated, all papers should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>] All written work will be of high quality, grammatically correct, clear and without spelling errors.

Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant. You can contact our graduate programs writing support at: EvergreenWritingAssistant@gmail.com. Additional writing resources can be accessed through the campus Writing Center: <https://www.evergreen.edu/writingcenter/resources>

How to Use Audacity (Individual)

Date: April 8th, before 5:00 PM

Instructions: Read *Getting Started with Audacity – Audacity Tutorials for Beginners* ([link to article](#)) and watch *How to use Audacity to Record & Edit Audio - Beginners Tutorial* ([link to video](#))

Learning Objective Demonstrated:

- You will be able to translate technical information for a lay audience

Listening Worksheet (Individual)

Date: April 8th, posted to Canvas by 11:00 PM

Instructions: Listen to the podcast (Sex Appeal) and write down all of the sounds that you hear. This includes: who you heard talking, what sounds were used other than interviews (such as footsteps or waves), and the music being used. The worksheet is posted under The How to Use Audacity module.

Learning Objective Demonstrated:

- You will be able to translate technical information for a lay audience

Topic for Podcast (Group)

Due Date: April 10th, posted on Canvas by 11:00pm

Instructions: Groups will be assigned on the first night of class. During the first weekend you will meet with your group and decide on a topic for your

podcast. Topics can be a broad policy area. For example, child welfare policy or affordable housing policy.

Group Podcast Outline

Due Date: April 17th, posted to Canvas by 11:00pm

Instructions: Meet with your group and answer the following questions:

- What is my podcast's driving question? (Similar to a thesis)
- What is the podcast not about? (Narrow your focus, you can't cover everything about this topic in 15-20 minutes)
- How will I ensure my podcast is fair to the people and policies it represents? (Remember these are real peoples' lives and careers)
- How will I engage my audience — and hold them? (What is your hook? Why should anyone listen to this podcast?)
- What is the structure of the podcast? (What is the beginning, middle and end?)
- What will the audience remember when it's over? (What is your take-away? This should in some way relate to the driving question of the podcast. Even if you can't fully answer the question you raise, what is important for the audience to understand at the end this podcast?)

Learning Objective Demonstrated: You will be able to:

- Assess how social welfare and economic policies impact the delivery of and access to social services
- Integrate theory of causes of social problems, and of the strengths approach, in selection of strategies for influencing policy development, implementation, and change
- Translate technical information for a lay audience

Practice Recording and Uploading

Due Date: April 24th, posted to Canvas by 11:00pm

Instructions: Practice recording and uploading part of your podcast using audacity. This could be narration, story sounds or an interview, etc. The file should be at least 2 minutes long.

Learning Objective Demonstrated:

- Translate technical information for a lay audience

Podcast Script

Due Date: April 24th, posted to Canvas by 11:00pm

Instructions: Write out the script of your podcast. This should include all dialogue and sounds that will be used in the final podcast.

Learning Objective Demonstrated: You will be able to:

- Integrate theory of causes of social problems, and of the strengths approach, in selection of strategies for influencing policy development, implementation, and change
- Analyze the challenges confronting front-line workers who implement social welfare policy
- Translate technical information for a lay audience

Final Podcast

Due Date: November 7th, posted to Canvas by 11:00pm

Instructions: Record and upload the final version of your podcast using Audacity

Learning Objective Demonstrated:

- You will be able to assess how social welfare and economic policies impact the delivery of and access to social services
- You will be able to integrate theory of causes of social problems, and of the strengths approach, in selection of strategies for influencing policy development, implementation, and change.
- You will be able to analyze the challenges confronting front-line workers who implement social welfare policy
- You will be able to translate technical information for a lay audience

Course Policies

Accessibility Statement

We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate behaviors in a learning community. I reserve the right to ask for no technology in the classroom if it becomes a distraction.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a

disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's [Students with Disabilities Policy](#).

COVID-19 Considerations

With the continuation of online instruction and quarantine orders, faculty will respond on an individual basis to concerns resulting from our new environment. Please reach out with any concerns and accommodations, if possible, will be made.

To participate in class students will need a semi-stable internet connection. All readings will be posted on Canvas. Lectures will be delivered synchronously, “live”, through Zoom, and three recorded lectures will be posted on Canvas. It is not recommended to participate using a cellphone. If you are having trouble accessing class information please reach out and we will see what accommodations are available.

National and Religious Holidays Statement

Please inform us in writing within the first two weeks of class if you will miss specific class modules because of holidays of faith or conscience, or for an organized activity conducted as part of a religious denomination, church, or organization. If you let us know within that time frame, we will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at:

<https://www.evergreen.edu/policy/religious-observance>[Links to an external site.](#)

Disability and Chronic Illness Access

As program faculty, I am committed to creating an environment in which meaningful learning is accessible to every program member. Please tell me very early in the quarter if you have particular learning needs. If the needs are related to a disabling condition, I will keep the condition confidential unless you give me permission to speak to others.

If you are Deaf, or a person living with a disabling condition and with needs that require arrangements, technology or expense to meet, please talk to staff in the [Evergreen Access Services Office](#)[Links to an external site.](#) to request support: 360.867.6348; office LIB 2153. What faculty can do in the classroom without support from Access Services is limited.

Evergreen's [Assistive Technology \(AT\) Lab](#)[Links to an external site.](#) is available to everyone on campus, regardless of disability status. Staff provide help with specific software, hardware, and strategies for learning. You can find the AT lab in its own room toward the back of the main floor of the Evergreen Library proper.

Inclusive Practices Policy

Generous response to others' requests for inclusive practices counts people in. Requests that someone speak more loudly or slowly, read aloud, follow inclusivity guidelines for presentations, write in large letters on the board, or enable captioning when available are requests to be included.

Faculty Title IX Responsibility to Report Sexual Harassment

The College's [Title IX Policy and Procedure](#) provides for prompt, fair, and effective response to reports and complaints of sex discrimination, including sexual harassment, sexual misconduct, sexual assault and related retaliation.

Examples of situations that can be reported to the Title IX Office:

- Gender discrimination or sexual harassment: any discriminatory conduct based on your gender, gender expression, or perceived gender.
- Sexual assault or rape: Actual or attempted nonconsensual or forced intercourse or contact.
- Dating violence or domestic violence: physical, sexual, emotional, or psychological abuse or threats of abuse in a romantic or intimate relationship, family, or household.
- Stalking: conduct that would cause a reasonable person to fear for their safety or the safety of others, or to feel intimidated or harassed.

To speak to someone confidentially, get support, and learn about your widest range of options, the best place to start is [Evergreen's Title IX Office](#).

Students may also access services confidentially through [Student Wellness Services](#), 360.867.6200, or by contacting Evergreen Chaplain Melissa Bennett, M.Div. (she/her); Umatilla, Nez Perce, Sac & Fox, Anishinaabe; at bennettm@evergreen.edu. She is the Student Activities Assistant Director of Spirituality and Meaning Making.

If you choose to tell a faculty or staff member about an incident, be aware that almost all other Evergreen employees (including faculty) are required to report to the Title IX Coordinator information from students about sexual assault, sexual harassment, dating or domestic violence, and stalking. Although we must notify the Title IX Coordinator, it will be up to you to control how your case is handled, including whether or not to pursue a formal complaint or legal action.

After receiving information from staff or faculty, the Title IX Coordinator will contact you. The goal here is to make sure you are aware of a range of options available to you and that you have access to the resources you need.

To speak to someone at the Title IX office, call 360.867.5224 or email titleixcoordinator@evergreen.edu. You may also report anonymously at evergreen.edu/incidentreport.

Permission to Record Lecture, Workshop and Other Similar Discussion:

If a participant in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of *Reasonable Accommodations*, then this participant would need written permission, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recordings begin.

Conduct & Conflict Resolution: Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community

may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

The procedure to resolve conflict is outlined in the MPA Student Handbook:

<https://www.evergreen.edu/mpa/studenthandbook/conflictresolution>

Included on this page is the Evergreen State College Conflict Resolution Process Matrix.

We will abide by the [social contract](#): WAC 174-121-010 College philosophy.

We will abide by the [student conduct code \(including academic integrity and plagiarism\)](#): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process

We will abide by the [non-discrimination policies and procedures at TESC](#)

Guest Policy: Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Inclement Weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them

<https://evergreen.edu/emergencyresponse>

