

PSC 329/PPS 359
TOPICS IN PUBLIC POLICY: POVERTY AND PUBLIC POLICY
WINTER 2020 – Arts and Letters, #305
MONDAYS, 6:00 – 9:15 PM

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COURSE DESCRIPTION

This course provides students with an overview of the history of social welfare policies in the United States with an attendant focus on contemporary social welfare policies. Students in the course will examine the origins and development of significant policies, values, attitudes, and economic issues related to the social welfare system and the delivery of services. This course introduces students to social policy analysis from a social and economic justice perspective that focuses on the plight of the disadvantaged. Lastly, students will become knowledgeable about the political process of social welfare policy formation, analysis, and advocacy.

Students will engage disadvantaged people through a structured volunteer activity. There will be an emphasis on at-risk populations, including ethnically and culturally diverse populations, and women and children.

COURSE OBJECTIVES

Upon completion of this course:

- Students will demonstrate an understanding of the major models of social welfare and social welfare policy from an international perspective;
- Students will demonstrate an understanding of the ideological and value bases of the social welfare enterprise;
- Students will demonstrate an understanding of the history and current patterns of provision of social welfare services;
- Students will demonstrate an understanding of the economic and political tensions related to social welfare; and
- Students will demonstrate an understanding of the implications of social welfare and social welfare policy for diversity, social and economic justice, and populations at risk, including women, children, and people of color.

CLASS POLICIES

TARDINESS

Class will begin promptly at 6:00 pm. Tardiness is disruptive, and attendance credit will not be given to students who frequently arrive late without a university acceptable excuse.

LEAVING CLASS DURING LECTURE

Excessive movement is disruptive, thus leaving class during lecture is prohibited unless you have prior approval to leave before the end of class. You will not be credited for attendance unless you have prior approval. We will generally take a break between 7:15 – 7:30 pm.

CELLPHONES

Cellphones are disruptive. UNDER NO CIRCUMSTANCES SHOULD STUDENTS RECEIVE CALLS OR DURING CLASS. All cellphones must be inaudible.

ELECTRONIC DEVICES FOR NOTE TAKING

You are ***not allowed*** to use any electronic devices for note taking (i.e., iphones, tablets, or laptop computers) in this class. ***There will be no exceptions.***

ACADEMIC INTEGRITY

Academic integrity entails absolute honesty in one's intellectual efforts. The *DePaul Student Handbook* details the facets and ramifications of academic integrity violations, but you should be especially aware of the policies on cheating and plagiarism. **Cheating** is any action that violates University norms or an instructor's guidelines for the preparation and submission of assignments. Such actions may include using or providing unauthorized assistance or materials on course assignments, or possessing unauthorized materials during an examination. **Plagiarism** involves the representation of another's work as your own, for example: (a) submitting as one's own any material that is copied from published or unpublished sources such as the Internet, print, computer files, audio disks, video programs or musical scores without proper acknowledgement that it is someone else's; (b) paraphrasing another's views, opinions or insights without proper acknowledgement or copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement; (c) submitting as one's own work a report, examination, paper, computer file, lab report or other assignment which has been prepared by someone else. If you are unsure about what constitutes unauthorized help on an exam or assignment, or what information requires citation and/or attribution, please ask me. Violations may result in the failure of the assignment, failure of the course, and/or additional disciplinary actions.

SPECIAL CIRCUMSTANCES

If you have any kind of special circumstances that I should be aware of please let me know right away. All information that you share with me will remain confidential. Please note that Special circumstances include a diagnosed (or undiagnosed) learning disability, a physical impairment that will require special arrangements, membership on an athletic team, a band or organization that travels occasionally. If you are a person who has problems with examinations, writing papers, or taking precise notes, please contact the Center for Students with Disabilities (CSD) at 773-325-1677, or you may stop by their offices at Student Center #370.

COURSE EXPECTATIONS AND REQUIREMENTS

ATTENDANCE – 15% of Final Grade

The class will be taught in a discussion format with a minimum of lecturing. Emphasis will be placed on interactive discussion of materials presented. You will be responsible for information that is presented in class that may not appear in your required reading. Thus, **ATTENDANCE IS REQUIRED**.

I excuse absences when you provide a doctor's note (for your illness), or a funeral program indicating attendance at a funeral of a relative or friend (a newspaper notice is not sufficient) **on the date of the class period you return after your absence**; or you are a member of a university team or organization and have previously provided me with a list of dates that you will be absent. **Missed assignments are due on the date of your return** from an excused absence. Missed assignments cannot be submitted without penalty unless you have an excused (documented) absence.

The final examination cannot be made-up (see section on final exam). Please note that late research papers will be accepted, albeit penalized 10 points per day late (see sections on research and observation papers).

ANALYTICAL READING SUMMARIES – 20% of Final Grade (4 @ 5% each)

You are required to write and submit analytical reading summaries for all of the readings that are covered on four class dates of your choosing during the quarter. The purpose of the summaries is to encourage you to complete and think critically about your reading assignments, to competently participate in class discussion, and to improve your ability to follow guidelines.

In case there are multiple reading assignments – On days where there is more than one reading assignment, you are required to review all of the readings within one summary (see below).

A WORD ON MINIMUM PAPER LENGTH AND FOLLOWING GUIDELINES:

Please note that **I am an absolute stickler about students following guidelines and meeting minimum paper length**. Therefore, you will be penalized for an inability to follow guidelines or meet the minimum page requirement.

Cover page -- All analytical reading summaries must have a cover page with pertinent information, name, date, class title/number. **You are prohibited from including headers of any kind on subsequent pages.**

Page length -- Your summaries must be **2 and 1/2** or more pages, with double spaced pages (Times New Roman 12-point font, with one-inch margins). **You will not receive any credit for papers that are less than 2 and 1/2 pages.**

Pertinent sections -- Your summaries must be divided into three distinct sections that include a heading for each section, i.e., Section 1, Section 2, Section 3. **You will not receive any credit for papers that do not include three distinct sections for the following 3 prompts:**

Section I What is the central argument of the reading(s) **(Worth 2 points)**? Your answer to this question must be clear and concise, and **must not be more than two sentences in length.**

In case of multiple reading assignments: You are required to indicate the central thesis or arguments of each reading individually.

Section II **A discussion** of three interesting points covered in the reading(s) **and the page(s) where each point appears** **(Worth 2 points)**. Please note that listing three interesting points is not enough; **you must discuss each point**. This section must be your longest section.

In case of multiple reading assignments: You will only need to provide a total of three interesting points (one or more from each reading).

Each point must be numbered individually, i.e., Point 1, Point 2, Point 3, but you are prohibited from devoting a separate line to each heading (see sample format on **D2L**).

Section III Your personal views about the reading(s) **(Worth 1 point)**. This section must not be more than a paragraph.

You will not receive credit for summaries that do not review all readings in instances where there are multiple readings. All analytical reading summaries must be submitted in class on the date that the readings are covered (You will not receive credit for summaries that are emailed, unless you are absent on the day that it is due). **If you are absent without a valid excuse, your summary must be submitted before class begins on the day that it is due.**

There are **no make-ups** for this assignment unless you have an excused and documented absence (see “Attendance” section above).

VIDEO REFLECTION PAPERS – 15% of Final Grade (3 @ 5% each)

You will view three films/videos in this class, and are required to write a video reflection paper for each, using the prompts below.

Cover page -- All video reflection papers must have a cover page with pertinent information, name, date, class title/number. **You are prohibited from including headers of any kind on subsequent pages.**

Page length -- Your reflection must be **2 and ½** or more pages, with double spaced pages (Times New Roman 12-point font, with one inch margins). **You will not receive any credit for papers that are less than 2 and ½ pages.**

Pertinent sections -- Your reflection must be divided into three distinct sections that include a heading for each section, i.e., Section 1, Section 2, Section 3. **You will not receive any credit for reflections that do not include three distinct sections for the following 3 prompts:**

Section I: What is the central argument of the video (Worth 2 points)? As in the case of the Analytical Summaries, your answer to this question must be clear and concise, and **must not be more than two sentences in length.**

Section II: **A discussion** of three interesting points covered in the video (Worth 2 points). Please note that listing three interesting points is not enough; **you must discuss them.** This section must be your longest section with regard to page length.

Each example must be numbered individually, i.e., Point 1, Point 2, Point 3, but you are prohibited from devoting a separate line to each heading (see sample video review on D2L).

Section III: **What are your personal views about the video**, and why do you think it is important to view this video in this particular class (Worth 1 point)? This section should not be more than a paragraph.

All video reflections must be submitted in class (You will not receive credit for video reflections that are emailed, unless you are absent on the day that it is due). **If you are absent without a valid excuse, your review must be submitted before class begins on the day that it is due.**

Videos are assessible in the course package link on D2L.

- Video Reflection I Due: January 13
- Video Reflection II Due: January 20
- Video Reflection III Due: February 24

RESEARCH PAPER -- 20% of Final Grade

You will be required to write an 8-page research paper based on a topic that we will agree upon. The research paper is due at the beginning of class on **Monday, March 2**. There will be a five-point deduction for failing to turn in your paper in class, and a ten-point deduction for every day that your paper is late.

Please note that your paper assignment for the quarter is a "research" paper. It is not an essay or an opinion editorial. Therefore, in writing your paper I expect you to utilize your research skills and the library's many resources in obtaining information for your paper. If you have any questions related to accessing sources for your paper you should consult with the reference librarian or the person in charge of government documents.

RESEARCH PAPER CHECKLIST

The “Research Paper Checklist,” located on the last page of this syllabus, must be attached to your research paper. The purpose of the checklist is to ensure that you are apprised of all requirements and have fulfilled them.

NO PAPER WILL BE GRADED WITHOUT THE CHECKLIST.

Please note that PLAGIARISM will be subject to University mandated disciplinary action. EXCESSIVE GRAMMATICAL OR SPELLING ERRORS WILL BE PENALIZED. Thus, it is essential that you edit your paper carefully!

RESEARCH PAPER DUE DATE AND SUBMITTAL

- A hard copy of your research paper must be submitted at the beginning of class on **Monday, March 2.**
 - Five points will be deducted from papers that are not submitted in class.
- You must also place your paper in the drop box on D2L.
- **A letter grade (ten points) will be subtracted for each day that a paper is late.**

RESEARCH PAPERS WILL NOT BE ACCEPTED VIA E-MAIL

ALL RESEARCH PAPERS MUST ALSO BE PLACED IN THE D2L DROPBOX

RESEARCH PAPER TOPICS

All papers written for this class will examine a topic pertinent to the experiences of the poor (domestically or internationally), or related to a particular policy for the poor, i.e., food stamps, TANF, PRWORA, Medicaid, the Affordable Care Act (Obama Care), Head Start, etc. Therefore, your paper may examine a public policy issue or problem that affects the poor.

YOU MUST SUBMIT YOUR CHOICE OF THREE PAPER TOPICS (in ranking order of preference) **IN WRITING ON Monday, January 20.** Only three people at most will be allowed to write on the same topic, therefore it would be advisable to choose a unique topic.

It is imperative that you check the availability of sources before choosing a topic. Changing topics after one has been selected will result in a 15-point deduction in your paper grade. Hence, a significant portion of your grade will be based on your ability to carry a project through to completion.

Failure to turn in a paper on the topic that we have agreed on will result in a 100-point deduction in your paper grade.

I will choose a **non-negotiable** topic for all students who do not submit their choices on the date that paper topics are due. It is your responsibility however, to inform me that you have not submitted a paper topic.

STRUCTURED SERVICE AND OBSERVATION PAPER – 10% of Final Grade

All students will be required to serve a meal at the *Inspiration Café* (4554 N. Broadway, Chicago, Illinois 60640, 773.878.0981), and **complete a thirty-minute online orientation**, which will apprise you of the mission of the organization. **After your service visit you will have one week to submit a 2-page observation paper** detailing your experience and any personal feelings that you have (see prompts below).

You have a choice to serve either breakfast or dinner (Monday-Friday). Breakfast service is from 6:30 am – 8:30 am, and dinner service is from 5:30 pm – 7:30 pm.

Your service visit must occur before February 24 without exception. Students who have not completed their service by this date will receive a 0 for the assignment.

OBSERVATION PAPER GUIDELINES

Your observation paper should, at minimum, include a discussion of the following:

- The initial stereotypes that you held about the clientele the organization serves and the neighborhood where the organization is located.
- The accuracy/inaccuracy of stereotypes that you held.
- Any initial anxiety that you had about participating in the activity.
- How clients and employees of the organization treated you.
- How the client that you talked to came to be homeless.
- Any suggestion(s) that you might have about how the organization may be more effective in serving the clientele?
- Any suggestion(s) that you might have about how the clientele may enhance their lives?

FINAL EXAMINATION – 20% of Final Grade

The final examination will be cumulative (covering all course materials from the beginning of the quarter to the end of the quarter), and will test your knowledge and comprehension of information from your class lectures, videos, handouts, and reading assignments. **The final will be a take-home examination, and will be due by 8:15 pm on Monday, March 16.** Please note that you will be held responsible for ALL reading materials, EVEN IF WE ARE UNABLE TO DISCUSS A PARTICULAR READING ASSIGNMENT IN CLASS.

FINAL GRADE CALCULATION

Attendance	15%
Analytical Summaries	20% (4 @ 5 points each)
Video Reflection Papers (3)	15% (3 @ 5 points each)
Research Paper	20%
Inspiration Café Service and Observation Paper	10%
Final Exam	20%

DATES TO COMMIT TO MEMORY

• Analytical Summaries	4 due on dates of your choosing (see pages 3-4)
• Video Review I	January 13
• Video Review II	January 20
• Video Review III	February 24
• Service Requirement	Required before February 24
• Observation Paper	One week after service to <i>Inspiration Corporation</i>
• Research Paper Topic	January 20
• Research Paper	March 2
• Take Home Final Exam	March 16 - No later than 8:15 p.m. w/out penalty

REQUIRED TEXTS

1. *The Undeserving Poor: From the War on Poverty to the War on Welfare*, Michael B. Katz, Pantheon Books.
2. *Poor People's Movements: Why They Succeed, How They Fail*, Frances Fox Piven and Richard A. Cloward, Vintage Books.
3. Articles and Book Chapters -- Reading Package (PKG) Available on Desire to Learn (D2L).

TOPIC AND READING ASSIGNMENT SCHEDULE

NOTE: READINGS ARE TO BE READ BEFORE COMING TO CLASS ON THE DAY SPECIFIED.

WEEK ONE

Part I

INTRODUCTION

January 6

First Day of Class -- Class Description

Assignment:

No reading assignment.

Discussion about Structured Volunteer Activity for Inspiration Corporation

Video Presentation: A Place at the Table

WEEK TWO

January 13

“Moving Up: Challenges to the American Dream,” *The Wall Street Journal*, May 13, 2005, pg. A1.

Assignment:

“Does Rising Inequality Make Us Hardhearted?” Thomas Edsall, *The New York Times*, December 10, 2013.

“Tackling poverty isn’t enough. Inequality is a serious problem, too,”
David Lay Williams, Monkey Cage, September 13, 2016

“The New Suburban Poverty,” Lisa McGirr, *The New York Times*, March 2012.

“A Bipartisan Nation of Beneficiaries?” Pew Research Center, December 2012.

Video Presentation: *Poverty, Inc.*

- **VIDEO SUMMARY I** Due on *A Place at the Table* – 5% of Final Grade

WEEK THREE

January 20 – University Closed -- **Place each assignment in its respective D2L Dropbox**

- **VIDEO SUMMARY II Due on *Poverty, Inc.* - 5% of Final Grade**
- **RESEARCH PAPER TOPICS DUE**

WEEK FOUR**PART II****THE HISTORY OF THE WELFARE STATE**

January 27

Assignment:

“The Origins and Failure of the Poorhouse,” in Michael B. Katz, *In the Shadow of the Poorhouse: A Social History of Welfare in America*

“Depression and the New Deal,” in Walter I. Trattner, *From Poor Law to Welfare State*

“What Kinds of National Policies Have Been Utilized to Manage Poverty? From the New Deal to the Clinton Administration,” in James Jennings, *Understanding the Nature of Poverty in America*

WEEK FIVE**PART III****THE UNDESERVING POOR**

February 3

Assignment:

Katz, *The Underserving Poor (entire book)*.

WEEK SIX**PART IV****THE AMERICAN WELFARE STATE IN PERSPECTIVE: AN INTERNATIONAL COMPARISON**

February 10

Assignment:

“Human Rights Disparities between Europe and the United States: Conflicting Approaches to Poverty Prevention and the Alleviation of Suffering,” William F. Felice, *Cambridge Review of International Affairs*, Vol. 19, No.1, March 2006.

“The American Belief System Concerning Poverty and Welfare,” in William Julius Wilson, *When Work Disappears: The World of the New Urban Poor*

“Why Doesn’t the United States Have a European-Style Welfare State,” Alberto Alesina, Edward Glaeser, and Bruce Sacerdote, *Brookings Papers on Economic Activity*, Vol. 2001, No.2.

WEEK SEVEN**PART V****POVERTY, RACE, AND ETHNICITY**

February 17

Assignment:

“What are the Major Characteristics and Trends Associated with Poverty in the United States, and How are Race and Ethnicity Reflected in these Trends?” in James Jennings, *Understanding the Nature of Poverty in America*

The Impact of Slavery on Racial Inequality in Poverty in the Contemporary U.S. South, Heather A. O'Connell, *Social Forces*, Vol. 90, No. 3 (March 2012)

Hillbilly Elegy: A Memoir of a Family and Culture in Crisis, J.D. Vance, Introduction and Chapter 1

Video Presentation III: Race: The Power of an Illusion – The Story We Tell (part 2)

WEEK EIGHT**Part VI****POVERTY, GENDER, AND CHILDREN**

February 24

Assignment:

“Politics and Policies of the Feminization of Poverty,” Mary Jo Bane, in Margaret Weir, Ann Shola Orloff, and Theda Skocpol, *The Politics of Social Policy in the United States*, Princeton University Press.

“Poverty and Inequality Among Children,” Daniel T. Licher, *Annual Review of Sociology*.

How Much Does Childhood Poverty Affect the Life Chances of Children?” Greg J. Duncan, W. Jean Yeung, Jeanne Brooks-Gunn, and Judith R. Smith, *American Sociological Review*.

- **VIDEO SUMMARY III Due on *Race: The Power of an Illusion -- The Story We Tell* - 5% of Final Grade**

WEEK NINE**PART VII****WELFARE REFORM – FORGOTTEN AMERICA**

March 2

Assignment:

“At the Edge of Poverty,” David K. Shipler, *The Working Poor: Invisible in America*, 2005

“Work Doesn’t Work,” David K. Shipler, *The Working Poor: Invisible in America*, 2005

PART VIII**DUPING THE POOR (very short readings)**

Merchants of Misery: How Corporate America Profits from Poverty

“The Poverty Industry,”

“Signing their Lives Away,”

“Fringe Banks,”

“Give ‘em Hector”

“Last Ditch Loans”

“Rent to Own: The Slick Cousin of Paying on Time,”

- **RESEARCH PAPER DUE**

WEEK TEN**PART IX****POOR PEOPLE’S MOVEMENTS**

March 9

Assignment:

LAST DAY OF CLASS

Piven and Cloward – *Poor People’s Movements (entire book)*

TAKE HOME FINAL EXAMINATION DISTRIBUTED

March 16

**TAKE HOME FINAL EXAMINATION DUE
NO LATER THAN 8:15 P.M.**

RESEARCH PAPER CHECKLIST

All research papers must include this **completed** research paper checklist as an attachment. Place a checkmark beside each item that applies to your paper, sign it, and attach it to the back of your research paper. Note that unless otherwise indicated, 10 points will be deducted for all items that do not conform to these guidelines.

- The paper is 8 pages in length – excluding the cover page and the bibliography;
- The paper is a new paper that has never been submitted in another class at DePaul;
- The paper is written on a topic that has been pre-approved (100 point deduction);
- The paper includes a bibliography that has at least 5 (five) sources. **Please note that using the minimum number of sources may not likely provide a full understanding of your topic and will likely yield a minimal grade.**
- Each source in your bibliography is singled spaced with a space separating each individual source. Sources are listed in alphabetical order of the author's last name (last name first).
- The primary sources for the paper are journal articles and academic books that have been peer reviewed. You may not use abstracts to journal articles or books as a citation in your paper;***
- Internet citations are limited to one of your five (minimum) sources. Please note that you may use up to three Internet citations, but only one will count toward your 5 minimum required sources;
 - You cannot use internet sources for information that is contained in journal articles and books.
- The paper is typed in Times New Roman 12-point font, and double-spaced with one (1) inch margins;
- Pages are numbered in chronological order;
- The paper has a cover page that includes the title of the paper, your name, and other relevant information. There are no other headers other than page numbers on subsequent pages;
- The paper includes a thesis statement, setting forth what you will cover in the paper, on the first page;
- The paper includes relevant information/data to support your thesis statement and a discussion of alternative views;
- The data (statistics, etc.) are the most recent available;
- Large direct quotations (those exceeding 3 sentences) are limited to two and are indented and single-spaced.
- The paper includes a conclusion that sets forth your position regarding your topic;
- The paper includes parenthetical citations, footnotes, or endnotes for all of the sources that you use in your paper (please note that the use of nonstandard citations will result in a 30-point deduction in your research paper grade);

--MORE ON BACK--

- Each parenthetical citation, footnote, or endnote includes the page number(s) where you found material that you are citing (please note that failure to indicate the page number(s) within the citation will result in a 10-point deduction in your research paper grade, per citation in which this occurs);
- The paper is not *a patch quilt paper*—a series of quotes quilted together with little to no paraphrasing or analysis.
- The use of more than one chapter from an edited volume (an edited book) counts as one source.
- Wikipedia or any other encyclopedia or dictionary are not used or cited as sources in your paper.
- Required class readings or any other class materials are not used as a source for your paper.**
- The following items may be used, but are not counted as sources in your bibliography:
 - Amendments to the Constitution; Sources of tables or charts;
 - Court cases
- Census Bureau data can be used, but is not counted as one of your 5 minimum required sources.
- Newspaper articles (including *CQ Researcher* articles) are limited to one of your five (minimum) sources. Please note that you may use up to three Newspaper or CQ Researcher articles as citations, but only one will count toward your minimum five sources;
- Access World News* citations must include the complete citation from the original source;
- The paper has a separate bibliography that includes bibliographic references for all parenthetical citations, footnotes, or endnotes used in your paper, and each type of source, i.e., books, journal articles, newspaper articles, internet, are separated in individual sections;
- All bibliographic references correspond to a parenthetical citation, footnote, or endnote in your paper;
- All tables and charts are reproduced and the source is noted directly beneath the table or chart (sources for tables and charts are not bibliographic sources). Inserting copies of charts, tables, etc. is unacceptable;
- The paper has been re-read and edited and conforms to the rules of English grammar—**EXCESSIVE GRAMMATICAL OR SPELLING ERRORS WILL BE PENALIZED**; and
- By signing this checklist, I agree that I have read and checked all applicable items.

Signature