

## SYA 6933 The Welfare State

Instructor: Professor Jill Quadagno

Office Hours: TU and TH, 1:00-3:00 and WED 1:30-3:00 and by appointment

Course Meeting Time: 9:30-12:30 Wednesdays

Location: 214 Pepper Center

The welfare state is the main mechanism nation states use to reduce inequality and redistribute societal resources. It is both a product of existing systems of stratification and an instrument in reordering the distribution of political and economic power. More specifically, the welfare state has been used to redistribute class, race and gender relations. Key questions in welfare state research concern the origins of national social programs, the effects of these programs on systems of social stratification and the challenges facing welfare states as they attempt to adjust to changing demographics, economies and labor markets. For all these reasons, the welfare state has become a core subject for political sociology.

Because of the questions central to this body of research, many welfare studies are historical and comparative. Some articles employ quantitative methods while others are qualitative. There are also many interesting single country studies as well as studies of individual social programs. We will read some examples of each approach. In the first part of the class, we will examine the comparative literature and in the second half we will focus on the American welfare state.

This is an advanced research seminar for graduate students in sociology. Students from other departments are welcome but should have some back-ground in sociological theory and some familiarity with methods of social science research more generally. Non-sociology students should see me after class to discuss whether you have sufficient background to do well in this course.

**Course Requirements:** All students are expected to complete the following 5 course requirements:

- (1) Read *all* assigned readings each week prior to coming to class and participate in class discussions (10% of grade).
- (2) Present an analysis of the weekly readings and take responsibility for leading the class discussion twice during the semester (10% of grade).
- (3) Complete two "state of the field" essays. (20% of grade)
- (4) Complete a research paper on a topic of your choice (pending my approval). There are three options for the form the paper may take, described below (55% of grade).
- (5) Present a **10 minute** summary of your paper at the end of the semester (5% of grade).

These requirements are described in greater detail below:

### Analysis of Reading Assignment

Our weekly readings contain a mix of journal articles and book chapters from both edited volumes and monographs. For each weeks reading assignment, be prepared to identify the main research question of each article or chapter, describe its contribution and note any weaknesses or gaps. Weaknesses may include such factors unsubstantiated evidence supporting the central assertions, poor methodology, unclear research question, etc. More specifically, here are some issues to think about when you are discussion leader and as a participant.

1. Which theory or theoretical perspective is the article based on?
2. Does the author test alternative arguments or theories?
3. What are some of the main concepts that are used in this reading?
4. What data and methods are used to answer the author's main question and test his or her hypotheses?
5. Do you think these data and methods are appropriate for the particular issues being addressed?
6. What is the most important contribution of this article/chapter?

*Note that all students are expected to do all of the readings prior to class, regardless of whether or not you are responsible for leading the discussion. All students are expected to contribute to the discussions and thus to think about the issues noted above.*

### **State of the Field Essays**

Each student is responsible for preparing two essays (approximately 1500 words) developing an argument regarding a key issue for future research based on a particular research question or issue from your readings. Using the assigned readings as the basis of the essay supplemented with a brief literature review, the student should first summarize existing knowledge on the issue and then identify either a theoretical or an empirical gap in that knowledge. Next, turn the gap into a researchable question and finally, describe a research project that could be pursued to resolve the issue or answer the question. In other words, each "state of the field" essay should look like a miniature research proposal containing a literature review, the identification of a gap in knowledge, the delineation of a researchable question and a methods statement explaining how one would design a project to answer the research question.

You are required to write two State of the Field essays. Then you may choose one of your essays as the basis for your final paper.

### **Final Course Paper**

Students are required to write a paper of 15 to 20 pages on a topic **relevant to the course and based on the readings**. This assignment is due on April 20 and could take any one of the three forms described below.

#### **Option 1: Research Proposal**

Using one of your "state of the field" essays as a starting point, write a research proposal. Research papers should be based on one of the topics covered in the assigned readings or on a closely related subject.

Part I: Literature Review: The class readings should be the take-off point for a thorough literature review on your chosen topic. The literature review should comprise approximately two-thirds of the paper.

Part II: Identifying a Researchable Question: After you have reviewed the literature, identify a researchable question. For example, you might ask, "how does the American welfare state differ

from European welfare states? What theories explain these differences?" In describing what other studies have concluded about your question, you will be providing the groundwork for your own project which should identify a "gap" in the literature where you might be able to make an original contribution. The gap may take the form of 1) a theoretical debate about issues that have not been resolved or 2) an issue where you choose to challenge an author's interpretation. A gap may also be empirical. In this case, your "hook" would be the need for more research on a given topic. An example might be the lack of comparative research on long term care.

Part III: Describing a Research Method: The final section of your paper should be devoted to developing a proposal for a research project. If you were to conduct the project you have described, how would you go about doing it? What kind of data would you need? Who would your subjects be? Would you use a quantitative or a qualitative method?

### **Option 2: Overview of Research**

A paper that focuses on a substantive topic of your choice that is relevant to the seminar such as factors explaining the origins of welfare states, the factors that explain the structure of the welfare state in a particular nation, challenges in welfare state restructuring, etc. This paper should include a discussion of one or more theoretical perspectives that helps explain the substantive problem in question. This paper option is particularly appropriate for students in their first year of graduate school.

### **Option 3: Empirical Analysis**

Write a paper using original data. This paper may eventually be appropriate to present at a professional meeting and/or to submit to a journal. This option is most appropriate for advanced graduate students who want to work on a project for eventual publication and students who wish to work on a project in which they are already involved (e.g., their MA thesis or dissertation). The model for this is a journal article.

I will *not* accept *e*-versions of your papers and you must turn in stapled hard copies of your papers to me on the day they're due. Finally, all of your papers should be in double-spaced, in 12 point font formatted with one inch margins.

***Policy on Late Assignments:*** Unless I have given you prior permission to turn your paper in after the due date, late papers will be downgraded.

### **Student Presentations**

I have reserved the final three days of class for presentations of your course papers. You should prepare a ***no longer than 10 minute*** professional (i.e., clear, concise, & succinct) presentation of your final seminar paper. You may use handouts, power points or other visual aids, but you are not required to do so. We will devote five minutes after each presentation for questions and answers. Please keep your presentation to the ten minute limit.

***Seminar Participation, Professionalism, and Attendance:*** I expect ***all*** students to ***regularly participate*** in seminar discussions and act professionally throughout the semester, which includes regularly attending class, arriving to class on time, and being respectful to me, all of the students in the seminar, and all of the research we cover over the semester. Students will be downgraded for unprofessional behavior. Please contact me ***before*** class if you can't make it due to illness and avoid missing class on days you have responsibility for a reading. Note that I'll downgrade

students' course grade at the end of the semester for missing more than 2 classes and for regularly coming to class late. Students who miss more than 3 classes will receive an **F** for the course.

**Office Hours:** Please feel free to come by during my office hours to discuss any questions you have about the course. If you cannot make it during my office hours, I am happy to make an appointment to meet at another time.

### **January 7: Introduction: What is a welfare state?**

#### **Jan. 14: Theories of the Welfare State**

Myles, John. 1989. *Old Age and the Welfare State: The Political Economy of Public Pensions*. University Press of Kansas. Chap. 4.

Lynch, Julia. 2006. *Age in the Welfare State*. Cambridge University Press. Chap. 3.

Korpi, Walter and Joakim Palme. 1998. "The Paradox of Redistribution and Strategies of Equality: Welfare State Institutions, Inequality and Poverty in the Western Countries." *American Sociological Review* 63 (5):661-687.

#### **Jan. 21: Welfare States as Systems of Stratification**

Esping-Andersen, Gosta. 1990. *The Three Worlds of Welfare Capitalism*. Cambridge: Polity Press. (Chapters 1 and 5).

Antonius, Wilhelmus and John Gelissen . 2002. "Three worlds of welfare capitalism or more? A state-of-the-art report." *Journal of European Social Policy* 12 (2): 137-158.

Rosenhek, Zeev. 1999. "The Exclusionary Logic of the Welfare State: Palestinian Citizens in the Israeli Welfare State." *International Sociology* 14 (2):195-215.

#### **Feb. 4: Characteristics of the American Welfare State**

Skocpol, Theda. 1992. Introduction in *Protecting Soldiers and Mothers: The Political Origins of Social Policy in the United States*. Harvard University Press.

Lipset, Seymour Martin. 1996. Chap. 1 and 2 in *American Exceptionalism: A Double-Edged Sword*. Norton.

Howard, Christopher. 1997. Introduction and Chap. 1 in *The Hidden Welfare State*. Princeton University Press.

Howard, Christopher. 2007. Chap. 1 and 2 in *The Welfare State Nobody Knows*. Princeton University Press.

Stevens, Beth. 1988. "Blurring the Boundaries: How the Federal Government Has Influenced Welfare Benefits in the Private Sector." Chap. 3 in *The Politics of Social Policy in the United States*, edited by Margaret Weir, Ann Orloff and Theda Skocpol. Princeton University Press.

**Feb. 11: Racial Dimensions of Welfare State Policy**

Neubeck, Kenneth and Noel Cazenave. 2001. *Welfare Racism: Playing the Race Card Against America's Poor*. Routledge. Chap. 5 and 6.

Quadagno, Jill. 1994. *The Color of Welfare: How Racism Undermined the War on Poverty*. Oxford University Press. Introduction and Chap. 4

**Feb. 18: Gender in Welfare State Policy**

O'Connor, Julia, Ann Orloff and Sheila Shaver. 1999. Chap. 1 in *States, Markets, Families: Gender, Liberalism and Social Policy in Australia, Canada, Great Britain and the United States*. Cambridge University Press.

Orloff, Ann. 1996. "Gender in the Welfare State." *Annual Review of Sociology* 22:51-78.

Morgan, Kimberly. 2006. *Working Mothers and the Welfare State*. Stanford University Press. Chaps. 1 and 5.

Orloff, Ann. 2006 "From Maternalism to 'Employment for All': State Policies to Promote Women's Employment Across the Affluent Democracies," pp.230-68 in *The State After Statism: New State Activities in the Era of Globalization and Liberalization*, edited by Jonah Levy. Cambridge: Harvard University Press.

**Feb. 25: Welfare State Restructuring**

Pierson, Paul. 1994. *Dismantling the Welfare State*. Cambridge University Press. Introduction and Chaps. 2 and 3.

Morgan, Kimberly. 2006. *Working Mothers and the Welfare State*. Stanford University Press. Chap. 4.

Esping-Andersen, Gosta. 1999. *Social Foundations of Postindustrial Economies*. Oxford. Chap. 6.

Gilbert, Neil. 2002. *Transformation of the Welfare State: The Silent Surrender of Public Responsibility*. Oxford. Chaps. 1 and 2.

**March 4: AFDC**

Neubeck, Kenneth. 2006. *When Welfare Disappears*. Routledge. Chapter 2 and 3.

Rogers-Dillon, Robin. 2004. *The Welfare Experiments*. Stanford University Press. Chap. 3

Quadagno, *Color of Welfare*, Chaps. 5 and 6.

**March 11: Spring break****March 18: Health and Health Insurance**

Quadagno, Jill. 2004. "Why the United States Has No National Health Insurance: Stakeholder

Mobilization Against the Welfare State, 1945-1996." *Journal of Health and Social Behavior* 45:25-44

Jost, Timothy. 2007. *Health Care at Risk: A Critique of the Consumer-Driven Movement*. Duke University Press. Chap. 2 and 3.

Angel, Ronald, Laura Lein and Jane Jenrici. 2006. *Poor Families in America's Health Care Crisis*. Cambridge University Press. Chaps. 2 and 3.

### **March 25: Long Term Care**

Grogan, C.M. 2006. "A marriage of convenience": The history of nursing home coverage and Medicaid. In *Putting the past back in: History and health policy in the United States*, eds. R.A. Stevens, C.E. Rosenberg & L.R. Burns. New Brunswick, NJ: Rutgers University Press.

Grogan, C.M. 2005. "The politics of aging within Medicaid." In *The new politics of old age policy*, ed. R.B. Hudson. Baltimore: Johns Hopkins University Press.

Grogan, C.M. & Patashnik, E. 2005. "Medicaid at the crossroads." In *Healthy, wealthy and fair: Health care and the good society*, eds. L. Brown, L. Jacobs & J. Morone. New York: Oxford University Press.

Kandula, N.R., Grogan, C.M., Rathouz, P.J. & Lauderdale D.S. 2004. "The unintended impact of welfare reform on the Medicaid enrollment of eligible immigrants." *Journal of Health Services Research* 39(5): 1509-1526.

Grogan, C.M. & Patashnik, E. 2003. "Between welfare medicine and mainstream program: Medicaid at the political crossroads." *Journal of Health Politics, Policy and Law* 28(5): 821-858.

Grogan, C.M. & Patashnik, E. 2003. "Universalism within targeting: Nursing home care, the middle class, and the politics of the Medicaid program." *Social Service Review* 77(1): 51-71.

### **April 1: student presentations**

### **April 8: student presentations**

### **April 15: student presentations**

### **April 20: Final paper due**

***In addition to my own policies for classroom comportment described above, you are expected to abide by the following policies that have been developed by the College of Social Sciences at Florida State University:***

**Academic Honor Policy:** Students are expected to abide by the Academic Honor Policy of the Florida State University, including the statement on Values and Moral Standards published in The Florida State University General Bulletin. The Academic Honor Policy outlines the University's

expectations for students' academic work, the procedures for resolving alleged violations of these expectations, and the rights and responsibilities of students and faculty throughout the process. Please see the following website for a complete explanation of the Academic Honor Policy: <http://www.fsu.edu/~dof/honorpolicy.htm>

**Academic Dishonesty:** Students must abide by the highest standards of academic integrity. Any form of academic dishonesty will result in a "zero" for that particular assignment or an "F" for the course, at the instructor's discretion. Any student who plagiarizes, cheats on exams, or otherwise behaves in a dishonest way may be reported to the university administration for further disciplinary action as specified in the Academic Honor Policy (<http://www.fsu.edu/~dof/forms/honorpolicy.pdf>).

**Americans with Disabilities Act:** Students with disabilities needing academic accommodation should: (1) Register with and provide documentation to the Student Disability Resource Center; and (2) Bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. I am more than happy to make accommodations for you. Go to <http://www.fsu.edu/~staffair/dean/StudentDisability> for more information about services available to FSU students with disabilities or contact Student Disability Resource Center, 108 Student Services Bldg., Florida State University, Tallahassee, FL 32306-4167, (850) 644-9566 (voice), (850) 644-8504 (TDD), e-mail: [SDRC@admin.fsu.edu](mailto:SDRC@admin.fsu.edu)

**Classroom Courtesy:** Classroom courtesy is necessary to ensure that all students have the opportunity to learn without distractions. This means no cell phones, talking during lectures (unless recognized by the professor or discussion leader), reading newspapers, etc. during class. If you must have a cell phone to receive emergency calls about children or other family members, keep it on vibrate. <http://www.e-soc.net/7/30/2006> Policy on Student Conduct Page 2 of 2.

**Incomplete Grades:** Missing work or uncompleted assignments are insufficient reasons for me to give a grade of Incomplete. Incompletes will not be given except under extenuating circumstances at the instructor's discretion. Note that College of Social Science guidelines require that students seeking an "I" must be passing the course.

Finally, students in the course will be held to the highest standards of academic integrity. Any form of academic dishonesty will result in a "zero" for that particular assignment or possibly an "**F**" for the course and may be reported to the University Judicial Office. Cheating and plagiarism will not be tolerated.