UNIVERSITY OF DELAWARE

**BIDEN SCHOOL OF PUBLIC
POLICY & ADMINISTRATION**

UAPP 823: SOCIAL POLICY
SPRING 2023

Wednesdays 9:05am -12:05pm
Graham Hall Room 187

Instructor Information

Dr. Sarah K. Bruch, MPA
Associate Professor
Biden School of Public Policy & Administration (primary)
Department of Sociology & Criminal Justice (secondary)
School of Education (courtesy)
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Course Overview

This course provides students with an introduction to the field of social policy drawing on diverse perspectives across the social science disciplines. The course focuses on the core lines of inquiry, theoretical perspectives, major animating questions, and ongoing debates in the field.

Course Goals/Learning Outcomes

After completing this course, students should demostrate:
- Understanding of the application of public policy and public administration theories and research methods in empirical research in the area of social policy.
- Ability to synthesize theoretical perspectives and substantive content within and between the fields of public policy and public administration in the area of social policy.
- Ability to evaluate diverse perspectives, and navigate the ambiguity and complexity that comes with multiple perspectives.

- Knowledge of and ability to analyze strengths and limitations of various research designs and methods.
- Gain an understanding of how social inequities influence research in policy and administration, and how research can be used to address these inequities.
- Gain an understanding of how systemic inequalities and power differentials operate, are experienced, and are reinforced at individual, group, community, institutional, and global levels.
- Gain awareness of how to conduct research that is responsive to current significant societal issues and that considers potential societal impacts.

Course Format

The course is designed as a Ph.D. level discussion-based seminar, however the instructor will provide material to help provide a broader context for the topics covered as well as ensure that key points are discussed in the class sessions. Like most Ph.D. seminars, this course has a lengthy reading list designed to encompass contrasting perspectives and provide students with a solid intellectual foundation for future work.

Class meetings should complement our independent work with the readings by offering a forum for dialogue on issues that we find particularly important, challenging, and promising. Here, as in scholarly dialogue more generally, it is your responsibility to make sure that the conversation does not bypass the issues that you consider most important. For this format to work, you will need to read with a critical eye and think about how the issues under consideration relate to your own circumstances and field of inquiry.

It is my intent that we all work together to create an inclusive classroom environment in which all students feel valued and that fosters learning for everyone. Each of us knows a different substantive area of research, and each of us brings different experiences and knowledge to the course. These different forms of diversity that we all bring to the course are viewed as a resource that benefits all of us. The course requires that we all engage in respectful dialogue with one another during seminar discussions. It is expected that we respond to each other in a constructive way that encourages future dialogue. On the other hand, please bear in mind that graduate seminars are places for questioning ideas, stating reasons for agreement or disagreement, and helping each other learn.

Our learning this semester is important, and our safety, health, and well-being are prerequisites to learning. So while I expect you to put forth strong effort and meet course requirements, your health, safety, and well-being are the most important. Let us all stay mindful of our circumstances and those of our classroom community members, extend grace generously, give ourselves and others patience, stay in open communication, and give the best we can, knowing that this may look differently and change for each of us.

Your suggestions about how to improve our learning community are encouraged and appreciated.

Course Material/Readings

All readings (with the exceptions of the books listed below) and course material will be available on the Canvas site for the course (www.udel.edu/canvas).

> Soss, Joe, Richard C. Fording, and Sanford F. Schram. 2011. *Disciplining the Poor: Neoliberal Paternalism and the Persistent Power of Race.* Chicago, IL: University of Chicago Press.

> Desmond, Matthew. 2016. *Evicted: Poverty and Profit in the American City*. New York, NY: Random House.

Assignments

The course assignments and class sessions are designed to assist you in achieving the learning objectives of this course. It is expected that you will submit completed assignments by the designated due dates listed in the syllabus. Your course grade will be a reflection of the quality of the following course assignments.

1. **PARTICIPATION AND ENGAGEMENT (20% course grade)**

   The first course requirement is engaging with the class material through active participation during class sessions and contributing discussion posts on Canvas prior to the class sessions for Weeks 2-14. The discussion posts are due each Tuesday evening at 5pm preceding that week's class session on Wednesday mornings. Submit the posts via the "Discussion" page of the Canvas course site for that week/topic.

   These posts are to consist of:

   1. Two paragraphs that describe and explain two "interesting things" (i.e. a concept, theory, perspective, data or measurement, analysis, finding) from one or more of the readings (1 paragraph per interesting thing).

   2. Two or three questions that you would like to contribute for class discussion.

   Canvas Posts will be graded on a scale of 1 (minimal) to 3 (excellent).

   Active participation during class sessions is essential for learning the material. Active participation during class meetings includes attendance, asking questions, contributing your perspectives to class discussions, and responding to your classmates' ideas in ways that are attentive, respectful, responsive, and critical. Students will receive strong marks for participation if they are consistently engaged and make a good faith effort to advance our collective understanding.

It is understood that professional and personal responsibilities, illness or emergencies may require students to miss class during the semester. In these instances, students should contact the instructor via email as soon as possible, and arrange to check in with classmates about the class session.

2. **ARTICLE PEER REVIEW (20% course grade)**

Twice during the course, you will review a peer review of one of the assigned or supplemental readings. The article that you select must be published in an academic journal, and not be a review or synthesis of existing scholarship.

To guide your review, refer to the ASR Reviewing Guidelines that most appropriately fit the article you are reviewing: general, policy, ethnography or qualitative, theoretical, or comparative historical (all on the Canvas site under Week 1 Resources).

Your review should be approximately two pages single-spaced.

Due Dates:
    February 10 - Selection of two articles you plan to review, send via email
    March 24 - Review 1
    May 19 - Review 2

3. **ANALYTICAL ESSAYS (60% course grade)**

For 5 of the 11 weeks from Week 3 through Week 13, you will write an analytical essay based on the readings for that week. In other words, you choose which of the 5 weeks that you will submit essays. The only requirement is that you do at least 1 essay by March 24 (the end of Week 7).

Each essay must include the following three elements.

1. Provide a concise synthesis of the readings. The synthesis should provide an integrated summary of the key arguments and evidence in the readings. This requires that you go beyond simply summarizing each of the readings separately. This also requires that you use concise and specific language to capture the complexity and nuances of the ideas and findings in the readings.

2. Provide a descriptive analysis of one or more central theory, concept, or theme in the readings. This requires that you clarify the meaning and discuss the significance of the chosen theory, concept, or theory in the context of the week's readings.

3. Develop an analytic perspective on the readings. This requires that you provide an evaluation or assessment of the ideas (theories, concepts, arguments), and/or research design (methods, data, evidence) used in the readings. This analysis should reflect your perspective/voice and intellectual engagement with the

material. Your analysis should engage with the project that the scholars set out to accomplish in their work, interrogating it on its own terms. Analyses can include assessments of strengths and weaknesses or limitations, or the alignments of the different elements of the research. Critiques raised or alternatives suggested should go beyond identifying a concern or suggestion to include the substantive implications for the research. See the Advice on Reading Analytically" resource document for additional suggestions on how to approach building an analytical perspective on the readings.

The essay should be approximately 2-3 pages single-spaced. The bulk of the essay should be comprised of elements #2 and #3 above. The essays are due each Friday following that week's class. Submit the essays via the "Assignments" page of the Canvas course site. Essays are graded on a scale of 1 (minimal) to 5 (excellent).

Grading Scale

Final course grades are determined by the assessment of the four course requirements.

Grade	Interval	Grade	Interval
A	94.50 and over	C	72.50 to 76.49
A-	89.50 to 94.49	C-	69.50 to 72.49
B+	86.50 to 89.49	D+	66.50 to 69.49
B	82.50 to 86.49	D	62.50 to 66.49
B-	79.50 to 82.49	D-	59.50 to 62.49
C+	76.50 to 79.49	F	Below 59.49

University of Delaware Resources and Policies

Mental Health and Wellbeing

In addition to impacting your overall wellbeing, diminished mental health can interfere with optimal academic performance. If this course is causing or contributing significant mental or emotional stress, then please reach out to me directly. The University of Delaware also has several types of resources available to support your wellbeing.

UD's Center for Counseling & Student Development (CCSD) provides cost-free and confidential mental health services to help you manage personal challenges that threaten your emotional or academic well-being. Remember, getting help is a smart and courageous thing to do -- for yourself and for those who care about you. CCSD is open and available remotely, and 24/7 mental health support remains available on the UD Helpline at 302-831-1001 for any student in need of someone to talk to. Visit CCSD's website for additional information and resources.

UD's Crisis Text Line is available to connect with a professional who specializes in supporting students of color via a confidential text message. Text "UDTEXT" or "STEVE" at 741741.

The Division of Student Life also has a comprehensive listing of well-being resources, activities and services available to all students on their Wellbeing webpage.

Accommodations

I am eager to hear from anyone who may require accommodations in this class for reasons related to ability or life situation. Please let me know if I can help by modifying seating arrangements, deadlines, or other features of the class so that appropriate arrangements may be made. The earlier you can let me know about anything that is going on that could cause problems for you, the better. If we know about it early on, we can work together to make sure it doesn't create bigger problems for you.

All deadlines for this class are firm, and can be changed only at my discretion for individuals who contact me in advance to discuss legitimate reasons for needing extensions. I can be reached most easily through email, because I check it often.

Any student who may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. For more information, please visit Getting Registered at DSS. Contact DSS by phone: 302-831-4643; fax: 302-831-3261; website: www.udel.edu/dss; email: dssoffice@udel.edu; or visit 240 Academy Street, Alison Hall Suite 130 during business hours (8-5 M-F).

Syllabus Modifications

This syllabus describes a plan, which like any plan may be revised or updated if it is reasonable and appropriate to do so based upon the experience of implementing it.

Academic Integrity

Please familiarize yourself with UD policies regarding academic dishonesty. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. View the [university's academic integrity policies and procedures](). Office of Student Conduct, 218 Hullihen Hall, (302) 831-2117. E-mail: [student-conduct@udel.edu]()

Use of Advanced Automated Tools

Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.

Non-Discrimination

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact: Office of Equity & Inclusion- [oei@udel.edu](), 305 Hullihen Hall Newark, DE 19716 (302) 831-8063

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Office of Disability Support Services, [dssoffice@udel.edu](), Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the [U.S. Department of Education - Office for Civil Rights]()

Harrassment, Discrimination, and Sexual Misconduct

The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment and sexual misconduct. As a member of the community, your rights, resource and responsibilities are reflected in the Non-Discrimination, Sexual Misconduct, and Title IX policy. Please familiarize yourself with this policy at the University's Office of Equity & Inclusion's website.

You can report any concerns to the University's Office of Equity & Inclusion, at 305 Hullihen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or the EthicsPoint Compliance Hotline. Read the full policy or file a report.

Faculty Statement on Disclosures of Instances of Sexual Misconduct

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated by federal law to inform the university's Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator.

For more information on Sexual Misconduct policies, where to get help, and reporting information, please refer to www.udel.edu/sexualmisconduct. At UD, we provide 24/7/365 crisis assistance and victim advocacy and counseling. Contact 302-831-1001 to get in touch with a sexual offense support advocate, as well as confidential and anonymous counseling services for other concerns.

Course Schedule

Week 1 (February 8): Course Overview

Background Readings

Beland, Daniel. 2010. *What is Social Policy? Understanding the Welfare State.* Malden, MA: Polity Press.

Haveman, Robert, Rebecca Blank, Robert Moffitt, Timothy Smeeding, and Geoffrey Wallace. 2015. "The War on Poverty: Measurement, Trends, and Policy." *Journal of Policy Analysis and Management* 34(3): 593-638.

Fox, Lianna, Christopher Wimer, Irwin Garfinkel, Neeraj Kaushal, and Jane Waldfogel. 2015. "Waging a War on Poverty: Poverty Trends Using a Historical Supplemental Poverty Measure." Journal of Policy Analysis and Management 34(3): 567-592.

Bitler, Marriane P. and Lynn A. Karoly. 2015. "Intended and Unintended Effects of the War on Poverty: What Research Tells Us and Implications for Policy." Journal of Policy Analysis and Management 34(3): 639-696.

Week 2 (February 15): Theoretical Foundations of Social Policy

Assigned Readings

Edelman, Murray. 1988. "Some Premises about Politics" and "The Construction and Uses of Social Problems." Pps. 1-36 in *Constructing the Political Spectacle.* Chicago, IL: University of Chicago Press.

Kymlicka, Will and Wayne Norman. 1994. "Return of the Citizen: A Survey of Recent Work on Citizenship Theory." *Ethics* 104(2): 352-81.

Mills, Charles W. 2017. "Philosophy and the Racial Contract." Pps. 65-76 in N. Zack, ed. *The Oxford Handbook of Philosophy and Race*. New York, NY: University Oxford Press.

Fraser, Nancy and Linda Gordon. 1992. "Contract versus Charity: Why Is There No Social Citizenship in the United States?" *Socialist Review* 22(3): 45-68.

Piven, Frances Fox and Richard A. Cloward. 1993. "Introduction and Chapter 1: Relief, Labor, and Civil Disorder: An Overview" pgs. xv-xix and 3-42 in *Regulating the Poor, 2nd Edition*. New York: Vintage.

Supplemental Readings

Heclo, Hugh. 1995. "The Social Question" pgs 665-691 in K. McFate, R. Lawson, and W.J. Wilson, eds. *Poverty, Inequality, and the Future of Social Policy.* New York: Russell Sage.

Marshall, T.H. 1964 [1949]. "Citizenship and Social Class." In Seymour Martin Lipset, ed. *Class, Citizenship, and Social Development: Essays by T.H. Marshall.* Chicago, IL: University of Chicago Press.

Mills, Charles W. 1997. *The Racial Contract.* Ithaca, NY: Cornell University Press.

Pateman, Carole. 1988. *The Sexual Contract.* Stanford, CA: Stanford University Press.

White, Stuart. 2000. "Social Rights and the Social Contract – Political Theory and the New Welfare Politics." *British Journal of Political Science* 30(3): 507-532.

Cox, Robert Henry. 1998. "The Consequences of Welfare Reform: How Conceptions of Social Rights are Changing." *Journal of Social Policy* 27(1): 1-16.

Week 3 (February 22): Epistemological and Ontological Considerations in the Field of Social Policy

Assigned Readings

O'Connor, Alice. 2016. "Poverty Knowledge and the History of Poverty Research." Pgs. 169-192 in Brady, David and Linda M. Burton (eds.) *Oxford Handbook of the Social Science of Poverty*. New York, NY: Oxford University Press.

Rodríguez-Muñiz, Michael. 2015. "Intellectual Inheritances: Cultural Diagnostics and the State of Poverty Knowledge." *American Journal of Cultural Sociology* 3(1): 89–122.

Orloff, Ann S. 1993. "Gender and the Social Rights of Citizenship: The Comparative Analysis of Gender Relations and Welfare States." *American Sociological Review* 58(3): 303-328.

Berman, Elizabeth Popp. 2022. "The Economic Style and Social Policy." pgs. 98-128 in Thinking Like an Economist: How Efficiency Replaced Equality in U.S. Public Policy. Princeton University Press.

Stone, Deborah. 2005. "How Market Ideology Guarantees Racial Inequality." Pgs 65-89 in Jacobsen, D. and Jacobsen, R. H. (eds). Healthy, Wealthy, and Fair: Health Care and the Good Society. Oxford University Press.

Supplemental Readings

Phillips, Coretta, and Fiona Williams. 2022. "Sleepwalking into the 'Post-Racial': Social Policy and Research-Led Teaching." *Social Policy and Society* 21(1): 26-41.

Orloff, Ann S. and Bruno Palier. 2009. "The Power of Gender Perspectives: Feminist Influence on Policy Paradigms, Social Science, and Social Politics Gendering the Comparative Analysis of Welfare States." *Social Politics* 405-412.

Leotti, Sandra M. 2020. "The Discursive Construction of Risk: Social Work Knowledge Production and Criminalized Women." *Social Service Review* 94(3): 445-487.

Michener, Jamila, Mallory SoRelle, and Chloe Thurston. 2020. "From the Margins to the Center: A Bottom-Up Approach to Welfare State Scholarship." *Perspectives on Politics* (first view)

Vaditya, Venkatesh. 2018. "Social Domination and Epistemic Marginalization: Towards Methodology of the Oppressed." *Social Epistemology* 32(4): 272-285.

Kandaswamy, Priya. 2021. Domestic Contradictions: Race and Gendered Citizenship from Reconstruction to Welfare Reform. Durham, NC: Duke University Press.

Week 4 (March 1): Race, Racism, and Poverty

Assigned Readings

Baker, Regina S. 2022. "The Historical Racial Regime and Racial Inequality in Poverty in the American South." American Journal of Sociology 127(6): 1721-1781.

Cross, Christina J., Paula Fomby, and Bethany Letiecq. 2022. "Interlinking Structural Racism and Heteropatriarchy: Rethinking Family Structure's Effects on Child Outcomes in a Racialized, Unequal Society." Journal of Family Theory and Review 14: 482-501.

Parolin, Zachary, Jordan Matsudaira, Jane Waldfogel, and Christopher Wimer. 2022. "Exposure to Childhood Poverty and Racial Difference in Economic Opportunity in Young Adulthood." Demography 59(6): 2295-2319.

Page, Joshua and Joe Soss. 2022. Criminal Justice as Racialized Resource Extraction. Fact Focus 38(2): 3-8. Institute for Research on Poverty.

Supplemental Readings

Baker, Regina and Heather A. O'Connell. 2022. "Structural Racism, Family Structure, and Black–White Inequality: The Differential Impact of the Legacy of Slavery on Poverty among Single Mother and Married Parent Households." Journal of Marriage and Family 84: 1341-1365.

Williams, Deadric T. and Regina S. Baker. 2021. "Family Structure, Risks, and Racial Stratification in Poverty." Social Problems 68: 964-985.

Parolin, Zachary. 2019. "Temporary Assistance for Needy Families and the Black-White Child Poverty Gap in the United States." Socio-Economic Review 1-31.

Iceland, John and Arthur Sakamoto. 2022. "The Prevalence of Hardship by Race and Ethnicity in the USA, 1992–2019." Population Research and Policy Review 41: 2001-2036.

Katzenstein, Mary Fainsod and Maureen R. Waller. 2015. "Taxing the Poor: Incarceration, Poverty Governance, and the Seizure of Family Resources." Perspectives on Politics 13(3): 638-656.

Week 5 (March 8): Social Risks, Debt, and Social Policy

Assigned Readings

Prasad, Monica. 2012. "The Credit-Welfare State Trade-off." Pgs 227-273 in The Land of Too Much: American Abundance and the Paradox of Poverty. Cambridge: Harvard University Press.

Wiedemann, Andreas. 2022. "How Credit Markets Substitute for Welfare States and Influence Social Policy Preferences: Evidence from the US States." British Journal of Political Science 52: 829-849.

Dodini, Samuel. 2023. "Insurance Subsidies, the Affordable Care Act, and Financial Stability." Journal of Policy Analysis and Management 42(1): 97–136.

Horowitz, Veronica L., Kimberly Spencer-Suarez, Ryan Larson, Robert Stewart, Frank Edwards, Emmi Obara, Christopher Uggen. 2022. "Dual Debtors: Child Support and Criminal Legal Financial Obligations." Social Service Review 96(2): 226-267.

Supplemental Readings

Harris, Alexes, Heather Evans, and Katherine Beckett. 2010. "Drawing Blood from Stones: Legal Debt and Social Inequality in the Contemporary United States." American Journal of Sociology 115(6): 1753-99.

Martin, Elizabeth C. 2022. "Regulating the Risk of Debt: Exemption Laws and Economic Insecurity across U.S. States, 1986–20121." American Journal of Sociology 128(3): 728-767.

Haney, Lynne. 2018. "Incarcerated Fatherhood: The Entanglements of Child Support Debt and Mass Imprisonment." American Journal of Sociology 124(1): 1-48.

Pager, Devah, Rebecca Goldstein, Helen Ho, and Bruce Western. 2022. "Criminalizing Poverty: The Consequences of Court Fees in a Randomized Experiment." American Sociological Review 87(3): 529-553.

Week 6 (March 15): Analytical Approaches to Estimating Distributive Impacts of Social Policies

Assigned Readings

Brady, David, Ryan M. Finnigan, and Sabine Hubgen. 2017. "Rethinking the Risks of Poverty: A Framework for Analyzing Prevalences and Penalties." *American Journal of Sociology* 123(3): 740-786.

Bitler, Marianne, Hilary Hoynes, and Elira Kuka. 2017. "Child Poverty, the Great Recession, and the Social Safety Net in the United States." *Journal of Policy Analysis and Management* 36(2): 358-389.

Alper, Kaitlin, Evelyne Huber, and John De. Stephens. 2021. "Poverty and Social Rights Among the Working Age Population in Post-Industrial Democracies." *Social Forces* 99(4): 1710-1744.

Bibler, Andrew, Mohchine Guettabi, and Matthew N. Reimer. 2023. "Universal Cash Transfers and Labor Market Outcomes." Journal of Policy Analysis and Management 42(1): 198–224.

Bailey, Martha J., Hilary W. Hoynes, Maya Rossin-Slater, and Reed Walker. 2020. Is the Social Safety Net a Long-Term Investment? Large-Scale Evidence from the Food Stamps Program. NBER Working Paper No. 26942.

Supplemental Readings

Brady, David and Zachary Parolin. 2020. "The Levels and Trends in Deep and Extreme Poverty in the United States, 1993–2016." *Demography* 57: 2337-2360.

Duncan, G., and Le Menestrel, S. Eds. 2019. A Roadmap to Reducing Child Poverty. A Roadmap to Reducing Child Poverty. Washington, DC: The National Academies Press.

Gornick, Janet C. and Timothy M. Smeeding. 2018. "Redistributional Policy in Rich Countries: Institutions and Impacts in Nonelderly Households." *Annual Review of Sociology* 44: 441-468.

Freedman, Matthew and Yoonjung Kim. 2022. "Quasi-Experimental Evidence on the Effects of Expanding Cash Welfare." Journal of Policy Analysis and Management 41(3): 859-890.

Aizer, Anna, Shari Eli, Joseph Ferrie, and Adriana Lleras-Muney. 2016. "The Long-Run Impact of Cash Transfers to Poor Families." American Economic Review, 106 (4): 935-71.

East, Chloe N., Sarah Miller, Marianne Page, and Laura R. Wherry. 2023. "Multigenerational Impacts of Childhood Access to the Safety Net: Early Life Exposure to Medicaid and the Next Generation's Health." American Economic Review 113(1): 98-135.

Hidalgo-Hidalgo, Marisa and Inigo Iturbe-Ormaetx. 2018. "Long-Run Effects of Public Expenditures on Poverty." Journal of Economic Inequality 16: 1-22.

Ladhani, Sheliza and Kathleen C. Sitter. 2018. "Conditional Cash Transfers: A Critical Review." Developmental Policy Review 38: 28-41.

Marinescu, Ioana. "No Strings Attached: The Behavioral Effects of U.S. Unconditional Cash Transfer Programs." NBER Working Paper No. 24337.

Sun, Sicong, Jin Huang, Darrell L. Hudson, and Michael Sherraden. 2021. "Cash Transfers and Health." Annual Review of Public Health 42: 363-80.

Garcia, Sandra and Juan E. Saavedra. 2017. "Educational Impacts and Cost-Effectiveness of Conditional Cash Transfer Programs in Developing Countries: A Meta-Analysis." Review of Educational Research 87(5): 921-965.

Alik-Lagrange, Arthur, Sarah K. Dreier, Milli Lake, and Alesha Porisky. 2021. "Social Protection and State–Society Relations in Environments of Low and Uneven State Capacity." Annual Review of Political Science 24: 151-74.

Newman, K.S., and Rourke L. O'Brien. 2011. *Taxing the Poor: Doing Damage to the Truly Disadvantaged.* Berkeley: University of California Press.

O'Brien, Rourke. 2017. "Redistribution and the New Fiscal Sociology: Race and the Progressivity of State and Local Taxes. American Journal of Sociology 122(4): 1015-49.

Danziger, Sandra K. 2010. "The Decline of Cash Welfare and Implications for Social Policy and Poverty." *Annual Review of Sociology* 36: 523-45.

Week 7 (March 22): Logics of Poverty Governance

Assigned Readings

Soss, Joe, Richard C. Fording, and Sanford F. Schram. 2011. "Introduction," "The Rise of Neoliberal Paternalism," and "The Color of Neoliberal Paternalism" pgs 1-82 in *Disciplining*

the Poor: Neoliberal Paternalism and the Persistent Power of Race. Chicago, IL: University of Chicago Press.

Supplemental Readings

Loïc Wacquant. 2009. "Theoretical Coda: A Sketch of the Neoliberal State." In *Punishing the Poor: The Neoliberal Government of Social Insecurity.* Durham, NC: Duke University Press. Pp.287-314.

Lipsky, Michael. 2013. "The American Welfare State: Two Narratives." Pgs. 37-55 in Evelyn Z. Brodkin and Gregory Marston, Eds. *Work and the Welfare State: Street-Level Organizations and Workfare Politics.* Washington, DC: Georgetown University Press.

Seim, Josh. 2017. "The Ambulance: Toward a Labor Theory of Poverty Governance." *American Sociological Review* 82(3): 451-475.

Pattaro, Serena, Nick Bailey, Evan Williams, Marcia Gibson, Valerie Wells, Mark Tranmer, and Chris Dibben. 2022. "The Impacts of Benefit Sanctions: A Scoping Review of the Quantitative Research Evidence." Journal of Social Policy 51(3): 611-653.

Week 8 (April 5): The Politics of Social Provision

Assigned Readings

Soss, Joe, Richard C. Fording, and Sanford F. Schram. 2011. "Race and Social Control in the States, 1960-1995," "Race and Federalism in Welfare's Disciplinary Turn," "Studying Poverty Governance in Florida: Why and How," and "The Local Politics of Discipline" pgs 83-177 in *Disciplining the Poor: Neoliberal Paternalism and the Persistent Power of Race.* Chicago, IL: University of Chicago Press.

Supplemental Readings

Xu, Ping and Ling Zhu. 2022. "Immigration, Policy Exclusion, and State-Level Inequality in TANF Usage." Journal of Race, Ethnicity, and Politics 7: 406-432.

Fusaro, Vincent A. 2021. "Operationalizing the Salience of Race to State Social Policy: A Comparison of Approaches with Application to TANF." *Journal of Policy Practice and Research* 2: 213-232.

Filindra, Alexandra. 2019. "Is "Threat" in the Eye of the Researcher? Theory and Measurement in the Study of State-Level Immigration Policymaking." *Policy Studies Journal* 47(3): 517-543.

Hardy, Bradley L., Rhucha Samudra, and Jourdan A. Davis. 2019. "Cash Assistance in America: The Role of Race, Politics, and Poverty." *The Review of Black Political Economy* 46(4) 306–324.

Michener, Jamila. 2020. "Race, Politics, and the Affordable Care Act." *Journal of Health Politics, Policy, and Law* 45(4): 547-566.

King, Desmond S. and Rogers M. Smith. 2005. "Racial Orders in American Political Development." *American Political Science Review* 99(1): 75-92.

Hero, Rodney E. and Robert R. Preuhs. 2007. "Immigration and the Evolving American Welfare State: Examining Policies in the U.S. States." *American Journal of Political Science* 51(3): 498-517.

Howard, Christopher. 1999. "The American Welfare State, or States?" *Political Research Quarterly* 52 (2): 421–42.

Pierson, Paul. 1995. "Fragmented Welfare States: Federal Institutions and the Development of Social Policy." *Governance: An International Journal of Policy and Administration* 8 (4): 449–78.

Bruch, Sarah K., Marcia K. Meyers, and Janet C. Gornick. 2018. "The Consequences of Decentralization: Inequality in Safety Net Provision in the Post-Welfare Reform Era." *Social Service Review* 92(1): 3-35.

Week 9 (April 12): Administrative Organization of Social Provision

Assigned Readings

Soss, Joe, Richard C. Fording, and Sanford F. Schram. 2011. "The Marketization of Poverty Governance," "Performance, Perversity, and Punishment," "Caseworker Discretion and Decisions to Discipline," "Does Neoliberal Paternalism Matter for the Poor," and "Conclusion" pgs 176-308 in *Disciplining the Poor: Neoliberal Paternalism and the Persistent Power of Race*. Chicago, IL: University of Chicago Press.

Supplemental Readings

Morgan, Kimberly J. and Andrea Louise Campbell. 2011. *Delegated Welfare State: Medicare, Markets, and the Governance of Social Policy.* New York, NY: Oxford University Press.

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Week 11 (April 26): The Many Facets of Housing Policy

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Lundberg, Ian, Sarah L. Gold, Louis Donnelly, Jeanne Brooks-Gunn, and Sara S. McLanahan. 2021. "Government Assistance Protects Low-Income Families from Eviction" Journal of Policy Analysis and Management 40(1): 107-127.

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Week 13 (May 10): Policing Social Marginality

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Fong, Kelley. 2020. "Getting Eyes in the Home: Child Protective Services Investigations and State Surveillance of Family Life." American Sociological Review 85(4): 610-638.

DiMario, Anthony. 2022. "To Punish, Parent, or Palliate: Governing Urban Poverty through Institutional Failure." American Sociological Review 87(5): 860-888.

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