

SOCIAL WELFARE IN A TIME OF CRISIS
Carleton College
POSC 367 – Spring 2022

Professor Juan Diego Prieto

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Class Time and Room:

Tuesday and Thursday, 3:10-4:55 PM
Willis Hall 211

Office Hours:

Monday, 2:00-4:00 PM, and Thursday, 10:00
AM-12:00 PM (or by appointment), Willis 407

COURSE DESCRIPTION

During COVID-19, many countries adopted new cash transfers, basic income experiments, and other innovative social policies, prompting new debates on potential new horizons for existing social protection systems. In this advanced seminar, we will examine the origins and evolution of formal welfare institutions in the global north and south, with an intersectional focus on their consequences for diverse social groups. We will also explore how non-state actors contribute to the construction and maintenance of social safety nets around the world. Based on these insights, we will consider how states, markets, families, and communities may shape the future of welfare states. This seminar is as an Academic Civic Engagement-Applied course that requires hands-on engagement with local community organizations.

LEARNING OBJECTIVES

Through their participation in this course, students will

- achieve a richer understanding, through a comparative and historical lens, of the political, economic, and social conditions that enable or block the effective adoption and implementation of various social policies;
- evaluate how actual social protection systems available to different populations are constituted by formal government institutions, markets, and civil society actors;
- use these conceptual tools to examine, diagnose, and formulate possible solutions to specific socioeconomic problems in a way that is informed by the voices, preferences, priorities, and expertise of the communities involved;
- critically reflect on their assumptions about, as well as their own positionality in connection to, existing social protection regimes; and
- conduct scholarly research using various theoretical lenses while also putting those perspectives into dialogue with community partners' experiences and expertise.

READINGS AND OTHER MATERIALS

All required materials are available on Moodle (<https://moodle.carleton.edu>).

COURSE COMPONENTS AND ASSESSMENT

This course requires completing assignments on your own and in collaboration with your peers, as well as contributing to class discussions and activities. All your written work will be submitted electronically. Your grade will be based on the following requirements:

GRADED ASSIGNMENTS

- Class Engagement: 15%
- Discussion Facilitation: 21%
- Symposium Minutes: 14%
- Academic Civic Engagement Project: 15%
- Research Project: 35%
 - Topic Selection: *Ungraded*
 - Research Question: 2%
 - Annotated Bibliography: 3%
 - Literature Review: 5%
 - Presentation and Peer Review: 7%
 - Final Paper: 18%

Class Engagement (20%)

This class is an advanced seminar, which means it will be based much more on student-led discussion than on lecturing by the instructor. This requires that students come to class having completed all the readings carefully and critically and prepared to engage in thoughtful conversations and collective explorations. Learning in a seminar is about engaging in a collaborative process, in which you will learn not just from the professor but also from your peers, and where students are especially responsible for contributing to and getting the most out of classroom interaction.

Active listening is a necessary component of class engagement, but it is not sufficient on its own. An effective seminar requires active contribution to the discussion. Ask questions, point to passages in the reading that you found interesting, helpful, confusing, or worth talking more about, and share your views, even if you feel like they are still under construction.

If you tend to find it difficult to speak in class, symposium sessions (explained below) will offer structured opportunities for you to share your views and analysis. If you need additional support, please come see me during office hours.

Discussion Facilitation (21%)

To facilitate seminar discussions, and to give students greater ownership over the material, every student will serve as one of two discussion leaders for three student-facilitated (SF) sessions throughout the term. During Week 1, students will sign up for three slots using a Google Doc.

Discussion facilitators will essentially serve as the instructors for that class session and will be in charge of two main tasks. The first one is to deliver a presentation that offers not a summary but a critical analysis of the readings. The second one is to run an activity that generates discussion and enables deeper understanding of the material and the substantive issues it raises. Facilitators are required to meet with me in person or on Zoom at least 24 hours before class.

Presentation. Think of the presentation as a reading reaction or review essay but in the format of an oral presentation with visual aids (slides or handouts). You do not need to provide an exhaustive summary of the readings, as we will assume that everyone has already read them. Once you have read that day's articles, think about what "big" lessons they might offer us—what major issues do they bring to our attention, what new concepts do they put forward, what new questions do they

raise, how do they complement, contradict, or shed new light on other course materials and activities (including the civic engagement project), what major gaps do they leave unfilled? Try to encapsulate the main takeaways you identify in one (maximum two), thesis-like sentence(s). Then structure your presentation around supporting this core argument.

Interactive discussion. Once you present your review of the day's readings, you will be in charge of fostering a rich, engaging, and informative discussion, partly in reaction to your presentation but also addressing the broader themes of the day. Be creative! You could show a short video clip that relates to the topic under discussion, break the class into smaller groups to go over some discussion questions, organize a debate or simulation—anything that gets a conversation going and helps us address the day's main issues and questions.

Symposium Minutes (14%)

Taking advantage of our small class size, some class sessions will be structured as symposia (SYM), or “a (...) meeting at which several specialists deliver short addresses on a topic or on related topics” (Merriam-Webster). In order to cover more theoretical and empirical ground, students will be assigned different readings, and we will use class time to unpack them and make connections among them as a group. Students will be expected to prepare short summaries (5 minutes or less) of the readings they were assigned and to act as our resident specialists on the world region, issue, policy instrument, or theoretical perspective addressed by their readings.

Considering the breadth of these sessions, we will need an official Minute Taker to write up a two-page brief on them. These minutes are not supposed to be full minute-by-minute transcriptions of everything said in our discussions. They should briefly outline the main points of discussion, noting any conceptual, theoretical, or empirical elements that required clarification, and report on our main collective findings. We will always devote some time at the end of symposium sessions to identify key points that should be included in the minutes. Symposium minutes will be posted on a shared Google Doc that others will have access to and be able to comment on.

Academic Civic Engagement (ACE) Project (15%)

The goal of this ACE project is to recognize the indispensable role of community organizations in service provision to meet basic social needs, either on their own or in partnership with formal government agencies—to do so through direct engagement with, and while providing a service to, organizations that serve the Northfield community. Students are expected to 1) volunteer at least three times during the term with one of our community partner organizations and 2) prepare a written report in which they assess the local socioeconomic needs that are being addressed by that organization and reflect critically on their service experience. The specific format of the written assignment will be determined later in the term, as it will depend partly on community partner needs. Work on the ACE project should be completed by the end of Week 8.

Research Project (35%)

The main assignment for this course is a term-long research project on a social policy issue of your own choosing. The project might, for instance, expand on one of the themes studied in the class (such as the social protection systems of different world regions or specific countries; a specific policy area, like healthcare, education, or social transfers; the experiences of specific beneficiary populations; or the role of some specific non-state actor in social policy design or implementation). It could also focus on recent developments during the COVID-19 pandemic, with a focus on social

protection responses in specific contexts or in relation to different social groups or particular social problems. Or it can be something else that interests you as long as it relates to the course contents. This project will culminate in a 4,000-6,000 word research paper (around 16-20 pages), which may optionally serve as a starting point for your comps. The final paper is due by midnight on the last day of the exam period.

Students will be working on this project incrementally from the start of the term and will receive multiple rounds of feedback from me and from their peers. The first project component will be a one-page statement of your selected topic and its importance (ungraded). The second assignment will consist of identifying your research question (2% of the total course grade). The third assignment will be an annotated bibliography (3%); I will provide suggestions based on your research question, and you are strongly encouraged to consult with the reference librarian to find additional sources. The next assignment will be a literature review aimed at identifying how other scholars have tried to answer your research question (5%). You will then deliver a short presentation on Week 10, and you will be responsible for providing written feedback on another student's presentation (7%). The final paper must incorporate feedback received in earlier rounds, especially after the presentation, and will be due by the end of the last day of finals (18%).

GRADING

Your grade will reflect your time, hard work, and commitment to the class. This is an advanced seminar that requires serious dedication. I have high standards, and my job is to work with you as you develop the skills needed to meet those standards. Each assignment will have its own grading rubric, which will be provided in advance. I will be using the following grading scale:

A	A-	B+	B	B-	C+	C	C-	D	F
> 93	92.99-90	89.99-87	86.99-83	82.99-80	79.99-77	76.99-73	72.99-70	69.99-60	< 60

Grade complaints. Grade complaints must be submitted at least 24 hours after the assignment has been returned to you but no more than one week later. Please submit a formal written appeal via email explaining why you think your grade is incorrect and should be changed. Your appeal should be clear, specific, and based on the contents of your submitted work, the grading criteria, and the gap between them. Schedule a time to meet with me and discuss your appeal. The second grade, higher or lower, will become your grade on the assignment.

NORMS AND EXPECTATIONS

Respect. Please treat everyone in the class with respect. We will sometimes discuss politically charged issues. We must be able to think through, interrogate, and discuss these issues in a safe environment, free from judgement or fear of reprisal. You will also be working with your peers on various assignments. These collective activities will benefit everyone involved only as long as everyone respects their peers' work, time, and effort. We will be working with organizations that serve marginalized members of the Northfield community. This work requires that we treat our community partners with the utmost respect.

Learning as growth. Learning is a process; your performance in this class (and others) is not so much an indicator of preexisting skills, knowledge, or intelligence but rather a reflection of your sustained effort and commitment and of your ongoing growth. Learning is also a social, collective endeavor, and you are encouraged—and expected—to share your thoughts and ideas as works in

progress, to ask questions and seek clarification, and to work together with your peers to advance each other's learning. Read, think, criticize, and develop original and sophisticated arguments. Keep an open mind and keep it always in a process of change and growth.

My commitments to you. I will return your assignments in a timely manner with thoughtful and constructive feedback. I will do my best to make course contents understandable and accessible for everyone. I will be available during office hours or by appointment (see below) to answer any questions you may have about the content or structure of the course or about specific assignments, or to help you think through the course material. I will welcome any feedback you may have about the course content, my teaching, or our classroom environment.

Office hours. What are office hours for? You are always welcome to come and ask any questions you may have, both specific and broad, or just to talk and bounce ideas off, or to talk about “foreign” music, books, movies, or series, or to exchange pictures of our pets. If you cannot meet me during my office hours, please contact me and we will arrange for an alternative time to meet.

Reasonable adjustments. We live in challenging and sometimes painful times. In academic settings, these circumstances may call for making some adjustments to build and maintain a safe, constructive, and enriching learning experience by addressing or mitigating obstacles of various kinds, including but not limited to family emergencies or physical and mental health issues. Let me know if you ever require additional support to have equitable conditions to succeed in this class.

- Every student has one “free,” no-questions-asked opportunity to submit an assignment 48 hours after the deadline has passed, as well as one “free,” no-questions-asked unexcused absence (not applicable for discussion facilitation, symposium, or presentation sessions).
- I urge you to make yourself, your health, and well-being a priority above all else. At Carleton, we have a wide array of resources to support students. It is important to recognize stressors you may be facing, which can be personal, emotional, physical, financial, mental, or academic. Sleep, exercise, and connecting with others can be strategies to help you flourish at Carleton. You are strongly encouraged to reach out to [Student Health and Counseling \(SHAC\)](#), the [Office of Health Promotion](#), or the [Office of the Chaplain](#).

Electronic devices. Most scientific research shows that handwritten notes are superior to digital notetaking by fostering concentration and promoting active learning, but laptops and tablets may be used in class for notetaking if you decide that this is the best solution for you. Students using electronic devices for purposes that are unrelated to our class will be peer-pressured into bringing baked goods for everyone within a week of the offense. I also reserve the right to modify this policy if electronic devices affect the group's learning process. Phones are never to be seen or heard in class unless you have a special need (in which case I ask you to discuss it with me before class).

- **Dealing with distractions.** I encourage you to use apps like FocalFilter (focalfilter.com, open source, Windows), SelfControl (selfcontrolapp.com, open source, Mac), or Freedom (freedom.to, premium, all operating systems) to block your own access to online distractions while using electronic devices in class or while reading or writing for this class (and others).

Academic integrity. Academia relies upon the ethical conduct of scholars. Students are held to the same standards in their own work. It is assumed that a student is the author of all course work that they submit, and that the work has not been submitted for credit in another class without the instructor's permission. Students must document all passages, paraphrases or ideas that come from

other sources. Direct quotations must be placed in quotation marks. Academic misconduct will not be tolerated and will be strictly handled according to the [Campus Handbook](#). Please familiarize yourself with these policies and consult the College's [Writing Across the Curriculum website](#) for additional guidance on plagiarism.

Confidentiality. In order to create a collaborative environment where we can grapple with difficult topics and sharpen our intellect in a trusted and secure space, please treat our course content, classroom and online discussions, and all communication with confidentiality. All course materials including but not limited to class notes, lectures, handouts, and presentations are the copyrighted materials of the professor. Recordings of any course-related activities are strictly forbidden without written authorization from the professor. The copying or sale of any such materials will subject the involved parties to the provisions of the Federal Copyright Act.

Accommodations for students with disabilities. Carleton College is committed to providing equitable access to learning opportunities for all students. The Office of Accessibility Resources (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact OAR@carleton.edu or call Sam Thayer ('10), Director of the Office of Accessibility Resources (x4464), to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Title IX. Carleton is committed to fostering an environment free of sexual misconduct. Please be aware all Carleton faculty and staff members, with the exception of Chaplains and SHAC staff, are “responsible employees.” Responsible employees are required to share any information they have regarding incidents of sexual misconduct with the Title IX Coordinator. Carleton’s goal is to ensure campus community members are aware of all the options available and have access to the resources they need. If you have questions, please contact Laura Riehle-Merrill, Carleton’s Title IX Coordinator, or visit the [Sexual Misconduct Prevention and Response website](#).

The Writing Center. The Writing Center is a space with peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the [writing center website](#). You can reserve specific times for conferences by using their [online appointment system](#).

SCHEDULE OF READINGS AND ASSIGNMENTS

 Student-facilitated sessions  Symposium sessions

WEEK 1. INTRODUCTION

Tuesday, March 29. Introduction

- Santiago Soto and María Montoya Aguirre, “Diverse Ways to Build Social Protection? Lessons from the Breadth of Emergency Social Policy Responses Around the World,” *UNDP Global Policy Network Brief*, February 2022, United Nations Development Programme.

Guest speaker: Emily Seru, Associate Director for Academic Civic Engagement and Scholarship, Center for Community and Civic Engagement

Thursday, March 31. Why Does Social Policy Even Exist?

- T. H. Marshall, “Citizenship and Social Class,” in *The Welfare State Reader* (2nd ed.), edited by Christopher Pierson and Frank G. Castles (Polity, 2006): 30-39.
- Frances Fox Piven and Richard Cloward, “Relief, Labor, and Civil Disorder: An Overview,” in *Regulating the Poor: The Functions of Public Welfare* (Vintage Books, 1971): 3-42.

WEEK 2. VARIETIES OF SOCIAL WELFARE: GREATEST HITS

SF Tuesday, April 5. Origins and Classifications

- Stein Kuhnle and Anne Sander, “The Emergence of the Western Welfare State,” in *The Oxford Handbook of the Welfare State* (2nd ed.), edited by Daniel Béland et al. (Oxford University Press, 2022): 73-92.
- Gøsta Esping-Andersen, “The Three Worlds of Welfare Capitalism,” in *The Welfare State Reader* (2nd ed.), edited by Christopher Pierson and Frank G. Castles (Polity, 2006): 160-174.

SYM Thursday, April 7. Actual Welfare States in the “West”

- Students will be assigned one of the models of welfare capitalism, and they must read the corresponding chapter.

Social-Democratic	Liberal	Corporatist	Mediterranean
Mikko Kautto and Kati Kuitto, “The Nordic Countries,” in <i>The Oxford Handbook of the Welfare State</i> (2 nd ed.), edited by Daniel Béland et al. (Oxford University Press, 2022): 803-825.	Francis G. Castles and Christopher Pierson, “The English-Speaking Countries,” in <i>The Oxford Handbook of the Welfare State</i> (2 nd ed.): 863-880.	Bruno Palier, “Continental Western Europe,” in <i>The Oxford Handbook of the Welfare State</i> (2 nd ed.): 826-843.	Maurizio Ferrera, “The Southern European Countries,” in <i>The Oxford Handbook of the Welfare State</i> (2 nd ed.): 844-862.

- “World Social Protection Data Dashboards,” *International Labour Organization*, <https://www.social-protection.org/gimi/WSPDB.action?id=19>.
 - Use this database to examine two countries from the model you studied and analyze to what extent they actually fit that model. The country list is available on Moodle.

Topic selection assignment due this weekend

WEEK 3. VARIETIES OF SOCIAL WELFARE: DEEPER CUTS

SF Tuesday, April 12. Origins and Classifications

- Christian Aspalter, “Ten Worlds of Welfare Capitalism: An Ideal-Typical Perspective” (selections), in *The Routledge International Handbook to Welfare State Systems*, edited by Christian Aspalter (Routledge, 2017): 20-28.
- Ian Gough, “Mapping Social Welfare Regimes beyond the OECD” (selections), in *The Politics of Non-State Social Welfare*, edited by Melani Cammett and Lauren M. MacLean (Cornell University Press, 2014): 17-26.
- Isabela Mares and Matthew Carnes, “Social Policy in Developing Countries,” *Annual Review of Political Science* 12 (2009): 93-113.

SYM Thursday, April 14. Actual Welfare States Beyond the “West”

- Students will be assigned one of the following regions, and they must complete the corresponding reading:

Central/Eastern Europe	East Asia	East and Southern Africa
<ul style="list-style-type: none">• Linda Cook and Tomasz Inglot, “Central and Eastern European Countries,” in <i>The Oxford Handbook of the Welfare State</i>, 2nd ed.: 881-898.	<ul style="list-style-type: none">• Ito Peng and Joseph Wong, “East Asia,” in <i>The Oxford Handbook of the Welfare State</i> (1st ed.), edited by Francis G. Castles et al. (Oxford University Press, 2010): 656-670.	<ul style="list-style-type: none">• Jeremy Seekings, “Welfare Politics in Africa,” in <i>Oxford Encyclopedia of African Politics</i> (online version), edited by Nic Cheeseman (Oxford University Press, 2019): 1-24.
Latin America	MENA	South Asia
<ul style="list-style-type: none">• Evelyne Huber and Zoila Ponce de León, “The Changing Shapes of Latin American Welfare States,” <i>Oxford Research Encyclopedia of Politics</i> (2019): 1-21.	<ul style="list-style-type: none">• Ferdinand Eibl, “Welfare States in the Middle East,” in <i>The Oxford Handbook of Politics in Muslim Societies</i>, edited by Melani Cammett and Pauline Jones (Oxford University Press, 2020): 1-21.	<ul style="list-style-type: none">• Gabriele Koehler, “Approaching Developmental Welfare States: A ‘Welfare Geography’ of South Asia,” in <i>Development and Welfare Policy in South Asia</i>, edited by G. Koehler and D. Chopra (Routledge, 2014): 25-38.• Sony Pellissery and T.V.S. Sasidhar, “India as a Post-Colonial Welfare State,” in <i>Routledge Handbook of the Welfare State</i> (2nd ed.): 223-231.

- “World Social Protection Data Dashboards,” *International Labour Organization*, <https://www.social-protection.org/gimi/WSPDB.action?id=19>.
 - Use this database to examine two countries from the region you studied and analyze to what extent they fit the patterns identified in the readings. The country list is available on Moodle.

Research question assignment due this weekend

After you turn this in, start reading the existing literature about your research question.

WEEK 4. WELFARE BEYOND THE STATE

SF Tuesday, April 19. Communities and Families in Social Protection

- Elinor Ostrom, “Crossing the Great Divide: Coproduction, Synergy, and Development,” *World Development* 24, no. 6 (1996): 1073-1087.
- Zahid Mumtaz, “Informal Social Protection: A Conceptual Synthesis,” *Social Policy & Administration*, doi: 10.1111/spol.12772 (2021): 1-15.
- Juliana Martínez Franzoni, “Welfare Regimes in Latin America: Capturing Constellations of Markets, Families, and Policies,” *Latin American Politics and Society* 50, no. 2 (2008): 67-100.

SF Thursday, April 21. Markets in Social Protection

- Kimberly Morgan and Andrea Louise Campbell, “Exploring the Delegated Welfare State,” in *The Delegated Welfare State: Medicare, Markets, and the Governance of Social Policy* (Oxford University Press, 2011): 18-55.
- Silvia Otero Bahamón, “Place-Sensitive Policies in the Provision of Subnational Public Goods in Colombia,” *Latin American Politics and Society* 62, no. 3 (2020): 94-122.

WEEKS 5-6. SOCIAL PROTECTION FOR WHOM?

SF Tuesday, April 26. Welfare, Gender, Politics

- Ann Shola Orloff and Marie Laperrière, “Gender,” in *The Oxford Handbook of the Welfare State* (2nd ed.), edited by Daniel Béland et al. (Oxford University Press, 2022): 346-363.
- Mala Htun and S. Laurel Weldon, “States and Gender Justice,” in *The Many Hands of the State: Theorizing Political Authority and Social Control*, edited by Kimberly Morgan and Ann Shola Orloff (Cambridge University Press, 2017): 158-177.

SYM Thursday, April 28. Intersectionality in Social Policymaking

- S. Laurel Weldon, “Intersectionality,” in *Politics, Gender, and Concepts: Theory and Methodology*, edited by Gary Goertz and Amy G. Mazur (Cambridge University Press, 2008): 193-218.
- Students will be assigned one of the following readings:

Age	Gender	Disabilities
<ul style="list-style-type: none"> • Keetie Roelen, “Child-Sensitive Social Protection,” and Luis H. Vargas, “The Elderly and Social Protection,” in <i>Handbook on Social Protection Systems</i>, edited by E. Schüring and M. Ebrahimi (Edward Elgar, 2021): 368-388. 	<ul style="list-style-type: none"> • Nicola Jones, “Gender and Social Protection,” and Ali Akbar Tajmazinani and Maryam Ebrahimi, “Gender Analysis of Social Protection in Iran,” in <i>Handbook on Social Protection Systems</i>: 337-353. 	<ul style="list-style-type: none"> • Alexandre Côte, “Disability Inclusion and Social Protection,” in <i>Handbook on Social Protection Systems</i>: 337-353. • Joseph Shapiro, “Disability Pride: The High Expectations of a New Generation,” <i>New York Times</i>, July 17, 2020.
Informal Work	Migration	Race and Ethnicity
<ul style="list-style-type: none"> • Jairous J. Miti, Mikko Perkiö, Anna Metteri and Salla Atkins, “The Informal Sector and Social Protection,” and “Extension of the Contributory Pension Scheme to Small-Scale Farmers in Zambia,” in <i>Handbook on Social Protection Systems</i>: 389-409. 	<ul style="list-style-type: none"> • UN DESA, “International Migrants: Carrying their Own Weight,” in <i>Promoting Inclusion through Social Protection: Report on the World Social Situation 2018</i> (United Nations, 2018): 77-95. • Tamara A. Kool and Zina Nimeh, “Refugees and Social Protection,” in <i>Handbook on Social Protection Systems</i>: 410-422. 	<ul style="list-style-type: none"> • Alma Carten, “How Racism has Shaped Welfare Policy in America since 1935,” <i>The Conversation</i>, August 21, 2016. • UN DESA, “Indigenous Peoples and Ethnic Minorities: Marginalization is the Norm,” in <i>Promoting Inclusion through Social Protection</i>: 91-102.

Annotated bibliography due this weekend

After you turn this in, start thinking about your project’s research design and plan to meet with me during Week 6 so you can start collecting empirical data for your paper.

SF Tuesday, May 3. Lived Experiences of Social Policy

- Sarah K. Bruch, Myra Marx Ferree, and Joe Soss, “From Policy to Polity. Democracy, Paternalism, and the Incorporation of Disadvantaged Citizens,” *American Sociological Review* 75, no. 2 (2010): 205-226.
- Javier Auyero, “Patients of the State: An Ethnographic Account of Poor People’s Waiting,” *Latin American Research Review* 46, no. 1 (2011): 5-29.
- “According to Need, Chapter 4: The List”, *99% Invisible*, December 11, 2020 (36:52), <https://99percentinvisible.org/episode/according-to-need-chapter-4-the-list>.

- Also available on PocketCasts (<https://pca.st/8xkev7wz>), Apple Podcasts (<https://apple.co/3CSGQ7q>), or Spotify (<https://spoti.fi/3KPiEFt>).

WEEKS 6-7. EXPLAINING WELFARE REGIME VARIATION

SF Thursday, May 5. Ideology, “Culture,” and Institutions: A First Pass

- Gerda Hooijer and Desmond King, “The Critics of Welfare: From Neoliberalism to Populism,” in *The Oxford Handbook of the Welfare State* (2nd ed.), edited by Daniel Béland et al. (Oxford University Press, 2022): 53-69.
- Sven Steinmo, “American Exceptionalism Reconsidered: Culture or Institutions?” in *The Dynamics of American Politics: Approaches and Interpretations*, edited by Lawrence Dodd and Calvin Jillson (Westview Press, 1994): 106-131.

SYM Tuesday, May 10. More Institutions, Collective Action, Political Economy

- Evelyne Huber and John D. Stephens, “Theoretical Framework and Methodological Approach” (selections), in *Development and Crisis of the Welfare State: Parties and Policies in Global Markets* (University of Chicago Press, 2001): 14-32.
- Students will be assigned one of the following sets of readings:

Workers and Social Movements	Capitalists and Businesses
<ul style="list-style-type: none"> • Walter Korpi, “The Power Resources Model,” in <i>The Welfare State Reader</i> (2nd ed.), edited by Christopher Pierson and Frank G. Castles (Polity, 2006): 76-87. • Armine Ishkanian, “Social Movements and Social Policy: New Research Horizons,” <i>Journal of Social Policy</i>, doi: 10.1017/S0047279421001008 (2022): 1-14. 	<ul style="list-style-type: none"> • Cathie Jo Martin, “Social Policy and Business,” in <i>The Oxford Handbook of Business and Government</i>, edited by David Coen et al. (Oxford University Press, 2010): 565-584. • Jacob Hacker, “The Great Risk Shift” (selections), in <i>Inequality in the 21st Century: A Reader</i>, edited by David Grusky and Jasmine Hill (Routledge, 2017): 260-261.

WEEKS 7-8. WELFARE RETRENCHMENT

SF Thursday, May 12. Dismantling Welfare States?

- Paul Pierson, “The New Politics of the Welfare State,” *World Politics* 48, no. 2 (1996): 143-179.
- Jane Gingrich, “Still Not Dismantling? The Legacy of *Dismantling the Welfare State* in Comparative Politics,” *PS: Political Science & Politics* 48, no. 2 (2015): 279-283.
- Peter Hall, “Social Policy-Making for the Long Term,” *PS: Political Science & Politics* 48, no. 2 (2015): 289-291.

Literature review due this weekend

SYM Tuesday, May 17. Welfare State Reform Beyond “the West”

- Stephan Haggard and Robert R. Kaufman, “The Political Economy of Welfare Reform,” in *Development, Democracy, and Welfare States: Latin America, East Asia, and Eastern Europe* (Princeton University Press, 2008): 181-220.

- Students will be assigned additional readings on one of the following regions:

East Asia	Latin America	Central Europe
<ul style="list-style-type: none"> • Haggard and Kaufman, “Democracy, Growth, and the Evolution of Social Contracts in East Asia, 1980–2005,” in <i>Development, Democracy, and Welfare States</i>: 221-261. 	<ul style="list-style-type: none"> • Evelyn Huber and John D. Stephens, “Chile,” in <i>Democracy and the Left: Social Policy and Inequality in Latin America</i> (University of Chicago Press, 2012): 160-162. • Haggard and Kaufman, “Democracy, Economic Crisis, and Social Policy in Latin America, 1980–2005” in <i>Development, Democracy, and Welfare States</i>: 262-304. 	<ul style="list-style-type: none"> • Haggard and Kaufman, “The Legacy of the Socialist Welfare State, 1990–2005,” in <i>Development, Democracy, and Welfare States</i>: 305-345.

WEEKS 8-9. SOCIAL PROTECTION AFTER NEOLIBERALISM AND BEYOND

SYM Thursday, May 19. (Post?-)Neoliberal Innovations

- Jane Jenson, “Redesigning Citizenship Regimes After Neoliberalism: Moving Towards Social Investment,” in *Towards a Social Investment Welfare State: Ideas, Policies and Challenges*, edited by Nathalie Morel, Bruno Palier, and Joakim Palme (Policy Press, 2012): 61-87.
- Students will be assigned one of the following readings:

Conditional Cash Transfers	Employment Guarantees	Social Pensions
<ul style="list-style-type: none"> • Sarah M. Brooks, “Social Protection for the Poorest: The Adoption of Antipoverty Cash Transfer Programs in the Global South,” <i>Politics & Society</i> 43, no. 4 (551-582). 	<ul style="list-style-type: none"> • Indrajit Roy, “Class Coalitions and Social Protection: The Labouring Classes and the National Rural Employment Guarantee Act in Eastern India,” <i>The Journal of Development Studies</i> 57, no. 6 (2021): 863-881. 	<ul style="list-style-type: none"> Matthew E. Carnes and Isabela Mares, “Coalitional Realignment and the Adoption of Non-Contributory Social Insurance Programmes in Latin America,” <i>Socio-Economic Review</i>, 12, no. 4 (2014): 695-722.

ACE project writing assignment due this weekend

After you turn this in, return to your research project and start writing your paper’s methods and empirical sections; plan to meet with me during Week 9 to go over your preliminary findings.

SF Tuesday, May 24. Who’s Paying for All This?

- Nathalie Morel and Joakim Palme, “Financing the Welfare State and the Politics of Taxation,” in *Routledge Handbook of the Welfare State*, edited by Bent Greve (Routledge, 2018): 467-476.
- Armin von Schiller, “Taxation and Social Protection,” in *Handbook on Social Protection Systems*, edited by Esther Schüring and Maryam Ebrahimi (Edward Elgar Publishing, 2021): 276-288.
- Alisha C. Holland and Ben Ross Schneider, “Easy and Hard Redistribution: The Political Economy of Welfare States in Latin America,” *Perspectives on Politics* 15, no. 4 (2017): 988-1006.

SF Thursday, May 26. Welfare Futures

- Abhijit Banerjee, Paul Niehaus y Tavneet Suri, “Universal Basic Income in the Developing World,” *Annual Review of Economics* 11 (2019): 959-983.

- Silja Häusermann and Jane Gingrich, “Welfare States Need Reinforcement, Not Reinvention,” *Social Europe*, June 18, 2020, <https://socialeurope.eu/welfare-states-need-reinforcement-not-reinvention>.
- Kathleen Thelen and Andreas Wiedemann, “The Anxiety of Precarity: The United States in Comparative Perspective,” in *Who Gets What? The New Politics of Insecurity*, edited by Frances Rosenbluth and Margaret Weir (Cambridge University Press, 2021): 281-306.

WEEK 10. RESEARCH PROJECT PRESENTATIONS

Tuesday, May 31. Presentations

- No required readings.

Final research paper due on Monday, June 6, by 6 PM.