“According to the system of natural liberty, the sovereign has only three duties to attend to ... first, the duty of protecting the society from the violence and invasion of other independent societies; secondly, the duty of protecting, so far as possible, every member of the society from the injustice or oppression of every other member of it, or the duty of establishing an exact administration of justice, and thirdly, the duty of erecting and maintaining certain public works and certain public institutions, which it can never be for the interest of any individual, or small number of individuals, to erect and maintain...”

From Adam Smith, The Wealth of Nations, Book IV, Chapter IX

“...I propose to divide citizenship into three parts. But the analysis is, in this case, dictated by history even more clearly than by logic. I shall call these three parts, or elements, civil, political and social. The civil element is composed of the rights necessary for individual freedom, liberty of the person, freedom of speech, thought and faith, the right to own property arid to conclude valid contracts, and the right to justice. The last is of a different order from the others, because it is the right to defend and assert all one’s rights on terms of equality with others and by due process of law. This shows us that the institutions most directly associated with civil rights are the courts of justice. By the political element I mean the right to participate in the exercise of political power, as a member of a body invested with political authority or as an elector of the members of such a body. The corresponding institutions are parliament and councils of local government. By the social element I mean the whole range from the right to a modicum of economic welfare and security to the right to share to the full in the social heritage and to live the life of a civilised being according to the standards prevailing in the society. The institutions most closely connected with it are the educational system and the social services.”


“The embarrassing secret of the welfare state is that, while its impact upon capitalist accumulation may well become destructive (as the conservative analysis so emphatically demonstrates), its abolition would be plainly disruptive (a fact that is systematically ignored by the conservative critics). The contradiction is that while capitalism cannot coexist with, neither can it exist without, the welfare state. “


**Course Overview:** The course introduces Social Relations and Policy students to the social and political construction of the ever-changing welfare state. The shape and content of social policy is a socio-political process and we will explore these processes in this course. Our own society is engaged in a prolonged debate about governance and social policies concerned with how to best take care of individuals and families and the scope of government itself. We’ll examine these issues theoretically, i.e., How do we define the welfare state? What are its functions, contradictions, and tensions? We will also examine theories on the origin and comparative development of the welfare state. However, this course focuses especially on the U.S. case. The interdisciplinary approach used here incorporates journalistic and current events approaches, economics, history, political science, and sociology. The U.S. welfare state is a complex and fragmented field, embedded in private and public institutions and in a federalist government structure that allows for lots of variation among states, counties, and municipalities. Here we look at how the state manages and promotes social security and insecurity.
We will take a close look at four major policy reform issues that are presently part of public debate. First, we explore the larger political debate over the size of the government and to what degree the American welfare state is “exceptional” compared to other industrialized countries. We'll look at this historically and will examine the development of social welfare/ investment programs, especially during the New Deal, which has left a legacy of debate on the functions and scope of the state. For example, we look at the role of expenditures to understand how the middle class is the main beneficiary of the welfare state. Secondly, we will examine the charge that much of New Deal federal social policy created a racially and gender biased social contract, corrected by Great Society Programs, particularly Affirmative Action. We will also explore the intersection of policy generated and/or implemented at the state level and the federal level. Thirdly, we will review local and state issues of poverty and environmental crisis, focusing on the case of Flint. Fourthly, we will explore the policy options for addressing crises in youth education and policing, using the case of Chicago. Because all of these issues are part of contemporary political debate, we will use The New York Times to keep up with current analyses of developments on these issues.

Social policy defines citizenship, as T.H. Marshall argues. The state helps to define and shape identity and citizenship based on gender, race, age, sexual orientation, social class, religion, and territory. Thus, the concepts, social theories, and methods covered in MC 280 and MC281 are fundamental background for understanding social policy. MC380 is the core 300 level course for Social Relations and Policy because it explores these identities in relation to the state and governance.

The objectives of the course then, are to provide students the opportunity to learn new theories about the workings of the welfare state, to sharpen analytical tools such as identifying the theoretical and normative assumptions embedded in policy debate, to learn evaluative methods available in ethnographic, historical, and statistical social science, and to help students become better citizen analysts of the main policy issues of the day (and to help you participate in policy processes that affect your own future). Students will develop and demonstrate policy analysis through discussion and debate, writing short position papers and preparing for public debate on one of these issues in depth.

**Required Texts** are available on reserve at the MSU Main Library circulation desk


   ISBN-10: 1943995087


**Recommended Texts**: on course reserve at the MSU Main Library.

**Course Requirements:** All assignments and Key Dates will be posted on D2L.

I expect every student to demonstrate concerted **Class participation and attendance** for in-class discussion and collaborative work, as well as out of class collaboration - primarily for debates. Attendance will be taken during every class period. More than three unexcused absences will lead to substantial reduction (.5) of the final course grade.

**40% Weekly Policy Memos.** Students are responsible for ten (10) weekly 1-2 page (single spaced) expository background or decision-making memos. *Note that there are twelve weekly opportunities to write a memo.* You may skip two of these weeks. You may also do one every week to amass extra points. These will be graded as 0 to 3 points, with 30 total possible points over the course of the semester. Separate handouts on memo writing will be handed out during the first week of class. All memos will benefit from incorporating information from articles in *The New York Times*. These generally are due on Thursday's class and should incorporate the whole week’s readings. The grading scale will be as follows.

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<tr>
<th>Points</th>
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<tr>
<td>28-30</td>
<td>4.0</td>
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<td>25-27</td>
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<td>11-14</td>
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The total memo grade is then weighted to 40% of the final grade for the course.

**30% Debate Position Papers.** All members of the class will write three position papers based on the assigned debate topics (see below) of about 5-6 pages double spaced, each worth 10 percent of the total grade. All those who are NOT participating in the debate complete these position papers. The position papers will require an analysis of the history of the policy, a summary of debate about reforms, and will take a supported position on these reforms. These are due a day or two after the debate.

**30% Debate.** Every student will participate in one debate. There are four debates throughout the semester, see schedule below, and each debate will require about six participants. When you are engaged in a debate presentation, you will work collaboratively with the other members in your group, and you will be responsible for one position on the debate. You will be graded on your **presentation (5 percent) of the total grade** and you will turn in a **position paper of about 8 double-spaced pages**, worth **25 percent** of the total grade. This paper will require additional outside research on the topic. Debates will take place in class:

1. **How Big Should Government Be?** Debate on Feb 9, paper due Feb 10 by 4 pm
2. **Is Affirmative Action Still Necessary?** Debate on March 16, Position paper due Marcy 17 by 4pm
3. **Is Local Democracy and Autonomy Still Necessary and Possible?** Debate April 13, Position paper due April 14 by 4 pm.
4. **What policies do we need to make lives for children better?** Debate April 27, Position paper due May 4, 3 pm
**Honors Option:** All students in 380 are eligible to receive Honors Credit. In addition to earning a 3.5 in the course, students will be explicitly required to incorporate recommended readings, as well primary data, including research on at least one organization, in their position papers. We will also meet a few times outside of class, during times to be determined by the group by the second week of class. Those interested should see me and we will set up a reading and meeting date schedule.

**Attendance Policy:** Since much of the class is based upon class discussion and peer-led teaching, students are expected to attend all classes and to come prepared to discuss course material on the day assigned. Two unexcused absences will be tolerated, but beyond this, absences will affect the participation grade substantially. Three unexcused absences will result in a .5 reduction in the final grade.

**James Madison College: Policy on Academic Dishonesty.** James Madison College and Michigan State University have designated policies to enhance fairness and honesty in work done in courses: We will adhere to the JMC policy, which is available in the JMC website. “The Faculty Assembled of James Madison College recommend that in cases involving proven academic dishonesty, the student should receive, as a minimum sanction, a 0.0 in the course and that a record of the circumstances, sanctions, and any appeal, be placed in the student’s confidential file.”

**Schedule of Course Readings and Discussion:**

**Week 1:** Policy and Governance of the Welfare State

**Jan 10:** Introduction to the Course and Social Citizenship

Jezierski: Powerpoint presentation: Social Policy Intro to the Course (D2L)

Marshall (1950): Citizenship and Social Class, pp.1-7 (D2L)

Douthat: The Trump Matrix (D2L)

Chicago Schools - The Worst in the Nation? The School Project [https://youtu.be/ZgF0xbxAzFw](https://youtu.be/ZgF0xbxAzFw)

**Jan 12:** The Visibility and Positionality of Social Policy


Guo interview with Cramer (Politics of Resentment) Washington Post Nov 2016 (D2L)


Week 2: Theories of the Welfare State


Jan. 19: Governmentality, Neoliberalism, and prisonfare


German Lopez Mass incarceration in America, explained in 22 maps and charts Vox October 11, 2016

**Due in Class: Memo #2:** Background Paper: What Are the Key Factors to Understanding the "Exceptionalism" of the American Welfare State?

Week 3: American Welfare State and Poverty

Jan. 24: Historical views on Managing Poverty in the US


Jan. 26: Historical views on Managing Poverty in the US


**Due in Class: Memo #3:** What comprises the US “Social Contract”?

Week 4: Poverty – Operationalizing a Social Issue

Jan. 31 Iceland: Poverty, Chaps 2-3, pp. 22-60

Feb 2: Iceland: Poverty, Chaps 4-6, pp. 61-129

**Due in Class: Memo #4:** Use the US Census to measure social indicators in Michigan and MI cities (see handout on how to access US Census)

Week 5: Small Government and the Role of Charity


Feb. 9 **Debate 1: How Big Should the US Welfare State Be? (in class presentation)** Position papers are due on Friday the 10th by 4 pm
Week 6:  The roles of Race & Gender Play in the Social Contract of the US Welfare State

Feb.14  Katznelson: When Affirmative Action was White, Preface, Ch. 1-3, pp. ix-79


Feb.16  Highsmith: Demolition Means Progress, Ch 1-3, pp. 23-102

**Due in Class: Memo #5:** How did federalist structure promote work discrimination?

Week 7:  Segregation during WW2 and the post war years: the GI Bill and Housing

Feb.21  Katznelson: When Affirmative Action was White, Ch. 4-5, pp. 80-141

Film: The GI Bill (in class).

Feb 23:  Highsmith: Demolition Means Progress, Ch 4-6, pp. 103-174

**Due in Class: Memo #6:** What role did the federal government play in creating residential segregation?

Week 8:  Civil Rights, Segregation and Affirmative Action

Feb 28  Katznelson: When Affirmative Action was White, Ch. 6, pp. 142-181

March 3  Highsmith: Demolition Means Progress, Ch 7-9, pp. 174-242

**Due in Class: Memo #7:** How do state and local politics and policy affect opportunity?

Spring Break  Monday, 3/6-Friday, 3/10
(There is a JMC sponsored Alternative Spring Break in Flint)

Week 9:  Affirmative Action – Is it Still An Answer?


http://www.csus.edu/indiv/g/gaskilld/business_computer_ethics/The%20Case%20Against%20Affirmative%20Action.htm


March 16:  **Debate 2: Is Affirmative Action Still Necessary?**
Position Paper #2 due on Friday, March 17 by 4 pm

Week 10: Policy Streams and Policy Evaluation


Cairney, et al., Kingdon Multiple Streams Approach 2016- *Policy Studies Journal*

**Due in Class: Memo #8**  How to Understand Policy Decisions

Week 11: The Crisis of Flint

March 26  Film: Roger and Me (6-8 pm JMC library)

March 28  Highsmith: Demolition Means Progress, Ch. 10-11, pp. 242-285

March 30  Bridge Magazine. Poison on Tap, pp. x-89

**Due in Class: Memo #9**  Is Deindustrialization inevitable: Are policy solutions possible?

Week 12: The Crisis of Flint and How Federalism Failed to Protect its Citizens

April 3:  Ta-Nehisi Coates: World View Lecture  6:30 PM : Wharton Center

April 4:  Bridge Magazine. Poison on Tap, 90-159

April 6:  Bridge Magazine. Poison on Tap, 160-315

**Due in Class: Memo #10:**  A Policy Streams Analysis of What Went Wrong

Week 13: How Michigan Communities Fit in the Policy Stream

April 11  Stephen Henderson How Michigan's cities are set up to Fail *Detroit Free Press* Editorial Page, November 23, 2015

The *Detroit Free Press* Editorial Board, How Michigan's political machine works May 23, 2015


April 13  **Debate 3: Is Local Democracy and Autonomy Still Necessary and Possible?**

Position Paper # due on Friday April 14th by 4 pm
**JMC-MSU Race Conference**: You should attend 2 sessions, held at Kellogg Center

**Due in Class on April 18: Memo #11**: Summary of two sessions of the Race Conference

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**Week 14:**

**The Crisis in Chicago of Local State Institutions: Public Schools and Police**

**April 18**

Carla Shedd  Unequal City, Preface, Chaps 1-4, pp. xi- 79

**April 20**

Carla Shedd  Unequal City  (LJ at UAA)

Chicagoland Episode 5: “Safe Passage” (42 minutes)
https://vimeopro.com/cnnpromos/chicagoland/video/91514131

A discussion at Univ. of Chicago: The Chicagoland Lens:
A Look at Chicago Public Schools  (2014)  (1:20 mins.)
https://www.youtube.com/watch?v=8GJFoyrPbA0

Politics of Culture in Urban Indigenous Community-Based Diabetes Programs
https://www.academia.edu/6191843/Politics_of_Culture_in_Urban_Indigenous_Community-Based_Diabetes_Programs?auto=download

**Due on Friday: Memo #12**: How do we understand the relationship between state policies for security and insecurity?

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**Week 15:**

**The Crisis in Chicago of Local State Institutions: Public Schools and Police**

**April 25**

Carla Shedd  Unequal City  Chaps. 4-6, pp. 80-162

**April 27**

**Debate 4: What policies do we need to make lives for children better?**

Position paper 4 due by Thursday May 4 at 3:00 pm

We will not be having a final exam, but the last paper is due during our scheduled exam time.