

**Global Realities, Local Consequences:  
Making Social Welfare Socially Just**

Summer Quarter 2016, Session 2  
Aug 5-7 & 19-21, 5-9p Fri, 9a-5p Sat/Sun

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Credits: 4 (Summer)

Class standing: Junior-Graduate

Max enrollment: 20

Course reference numbers: GR: 40063; UG: 40064

Political and historical forces fundamentally shape the contexts of social welfare. Why, for instance, do some societies insist on a social welfare program that is universal and state-controlled, and others permit a patchwork system that relies heavily on the private sector? What role do values and ethics play into these decisions? How are trajectories of social welfare influenced by global political tendencies?

In this course we will use a worldview that integrates the global with the local as we critically analyze trends and issues related to health and social welfare. Our global, comparative view will particularly be used to help us consider the underlying values and various functions of the welfare state within capitalist economies (especially the United States). In addition to gaining a comparative perspective on social welfare regimes around the world, we will examine the varied effects of globalization.

On the one hand, there exists impressive evidence of empowering “globalization from below”-the proliferation of on-the-ground, affirmative connections between people, including partnerships that promote health, social justice, and well-being. On the other hand, much of globalization has been characterized by “top-down” globalization: neoliberalism, which favors individualism and the privatization of previously public goods and services, debilitating nation-states and their associated commitments to social welfare systems. Neoliberal models contribute to the dismantling of hard-won protections related to labor, health, and the environment, and exacerbate already unequal relationships and problems such as professional imperialism, violence, weakening social service systems, unemployment, poverty, hunger, risks to indigenous populations and ways of life, and environmental destruction.

While examining these themes, we will also concentrate on our own practice: how can public and non-profit agencies envision and develop socially just solutions to problems that cross borders? Together, we will consider modes of practice that challenge both “business as usual” and professional imperialism and instead encourage a deep sense of partnership with those we serve.

## **Course Objectives**

Students will:

1. Identify and explain the ethical underpinnings of social welfare.
2. Acquire an understanding of the history and contexts of international social welfare.
3. Understand and be able to discuss, both generally and in terms of one's personal practice, critiques of cultural and professional imperialism; of global governance; and of various contexts of global social welfare.
4. Develop an understanding of the processes of and trends within neoliberal globalization, and an appreciation about the implications of neoliberalism for social welfare policies and practices, as well as the consequences of neoliberalism for individual and global self-determination and well-being.
5. Successfully identify and analyze a social welfare issue, including the ethical, historical and political forces that shape the issue; and how the student's own personal and professional positionality relates to the issue.

## **Statement of philosophy on our learning community & associated class policies**

This course represents the best of what we can collectively create. My vision for this course (and for all my courses) is that the course is a reflection of the practices of creating and nurturing communities focused on learning and action. As such, the principles are core to our time together this semester-both in our classroom and in the various opportunities we will make to work on class outside our weekly meeting:

- Individual accountability to the commitments you make (including accomplishing readings and assignments as agreed)
- Group accountability to our collective learning goals
- Accountability for *both* your own learning and that of your colleagues
- Kindness and humility
- Honesty and integrity
- Acknowledgment of the notions of joy and struggle, both of which make learning and social action possible

This classroom is a place of mutual commitment, where our learning is deepened by the learning of the whole class. For my part, I will work to create an exciting and respectful atmosphere-an ongoing project to which I expect all class members will contribute. If there are things I can do to help make class more engaging, respectful, or challenging, please visit me or drop me an email.

We have a lot to cover in class, and the community we create together will allow us to challenge ourselves, grow and learn. For that to happen, we depend on each other and the unique contributions of each of us. Class will begin and end on time with a short break. Students are expected to attend all class sessions. Students are expected to have read all required reading assignments in advance and come to class prepared to discuss and critically appraise these materials. Students are expected to submit written assignments on time. The deadlines exist for a reason-they are at places in the syllabus where the assignments (and the feedback I give you) are important for your learning (and my knowledge about how your learning is progressing!).

### **Theme 1: Philosophies, values & rights related to welfare (for Friday 8/5)**

1. Daly, M. (2014). Chapter 3: Classic political philosophies of welfare *Welfare*. Cambridge: Polity Press.
2. Almgren, G. (2007). Chapter 1: A primer on theories of social justice and defining the problem of health care. *Healthcare politics, policy and services: A social justice analysis*. New York: Springer Publishers.
3. Marshall, T.H. (1968). The right to welfare. In T. H. Marshall (Ed.), *The right to welfare and other essays*: The Free Press.

### **Theme 2: Citizenship & arrangements of inclusion and exclusion related to welfare (for Saturday 8/6)**

1. Nakano Glenn, E. (2002). *Unequal Freedom: How race and gender shaped American citizenship and labor*. Cambridge, MA: Harvard University Press. [Chapter 2: Citizenship: Universalism and exclusion, pages 18-55]
2. Fraser, Nancy, & Gordon, Linda. (1994). A Genealogy of Dependency: Tracing a Keyword of the U.S. Welfare State. *Signs: Journal of Women in Culture and Society*, 19(2), 309. doi: doi:10.1086/494886
3. Fujiwara, L. H. (2005). Immigrant rights are human rights: The reframing of immigrant entitlement and welfare. *Social Problems*, 52(1), 79-101.

### **Theme 3: Comparative Models 1 – theories, broad comparisons (for Sunday 8/7 morning)**

1. Eikemo, T. A., & Bambra, C. (2008). The welfare state: a glossary for public health. *Journal of Epidemiology and Community Health*, 62(1), 3-6.
2. Esping-Andersen, Gøsta. (1990). *The three worlds of welfare capitalism*. Princeton, N.J.: Princeton University Press. [Chapter 1 – 14 pages]

### **Theme 4: Welfare under capitalism (for Sunday 8/7 afternoon)**

1. Piven, F. F., & Cloward, R. A. (1993). *Regulating the Poor: The Functions of Public Welfare*. New York: Vintage Books.

### **2<sup>nd</sup> weekend**

### **Theme 5: Forces governing welfare decisions, including neoliberalism (for Friday, 8/19)**

1. Quadagno, J. S. (2004). Why the United States Has No National Health Insurance. *Journal of Health and Social Behavior*, 45, 25-44.
2. Mitchell, K. (2001): Transnationalism, neo-liberalism, and the rise of the shadow state, *Economy and Society*, 30:2, 165-18

### **Theme 6: Comparative Models 2 (for Saturday 8/20)**

1. Uriarte, M. (2002). Introduction and Chapter 1 from Cuba-Social policy at the crossroads: Maintaining priorities, transforming practice: Oxfam.
2. Riggiozzi, P. (2010). Social policy in post-neo-liberal Latin America: the cases of Argentina, Venezuela and Bolivia. *Development*, 53(1), 70-76.
3. Alcock, P., & Craig, G. (Eds.). (2009). *International Social Policy: Welfare Regimes in the Developed World 2nd Edition*. Palgrave Macmillan. [Chapters on Sweden and Italy]
4. Sineau, M. (2003). *Who cares?: women's work, childcare, and welfare state redesign*. University of Toronto Press. [Chapters on Sweden and Italy]

**Theme 6: Comparative Models 3 & Advancing social justice in policy practice (for Sunday morning 8/21)**

1. Mickelson, R. A. (Ed.). (2002). *Children on the streets of the Americas: Globalization, homelessness and education in the United States, Brazil, and Cuba*. London: Routledge.
2. Glenn, E. N. (2000). Creating a caring society. *Contemporary sociology*, 29(1), 84-94.

*This preliminary syllabus is accurate as of May 11, 2016 for the TESC Academic Fair and is subject to change. A finalized syllabus will be sent to the registered students by July 1 and all readings not from our two books will be posted to Canvas.*

>> If students want to get ahead of the readings please focus on reading our two books:

1. Piven, F. F., & Cloward, R. A. (1993). *Regulating the Poor: The Functions of Public Welfare*. New York: Vintage Books.
2. Mickelson, R. A. (Ed.). (2002). *Children on the streets of the Americas: Globalization, homelessness and education in the United States, Brazil, and Cuba*. London: Routledge.

## Assignments

### **All assignments will be evaluated on:**

1. Critical engagement with the topics
2. The ways in which it reflects not only that you've "done" the readings and engaged in class discussions (especially in terms of listening fully and allowing yourself to grow!), but that you are processing the content and grappling with the complexities
3. Originality
4. Clarity of presentation (language, editing, correct and sufficient use of references)

### **Paper 1: Social policy analysis**

#### **Due 3pm Friday, Aug. 5 (post on Canvas)**

Decide on a major issue that interests you related to social welfare. This can be a policy issue on a local, regional, national or international level; examples include immigration policy, education, healthcare).

1. In the **Introduction**: Draw on your experience and our readings to explain
  - The issue itself, and, importantly-
  - Why the issue is important
  - The key areas of conflict around the issue (the controversies)
  - The **historical and political context** for your issue
2. In the **Analysis**: Describe the forces that shape this issue, including:
  - What rights and responsibilities do conflicting groups assign to citizens and families, the state, and the market regarding this issue and proposed solutions? In other words – who is responsible for this issue, as reflected in your policy?
  - The underlying values and beliefs – particularly around social justice- reflected in this policy
  - What sectors, places, regions, peoples, understandings are empowered/disempowered by your issue and how it is being (or not being) addressed (that is, who is "in" and who is "out")?
  - What key policy tools exacerbate the issue?
  - What are the institutional/structural forces that have sustained the approaches (policy and/or practice) regarding your issue and what are their consequences?
3. Finally, introduce the major players and their connections:
  - Who is working on this issue, what are their stances, values, and priorities? [here, identify at least one group with whom you could consult for part two of the paper – include specifics about the group, *who* you are planning to consult with from the group/agency, and *by when*]

**Paper Format:** This is a graduate-level paper with an introduction, analysis (i.e., main body) and a conclusion, with arguments that are clear and supported by our readings (and other information you gather). **Length:** 5-10 pages, double spaced (excluding the reference pages), typed, using a 12-point font size and one-inch margins.

### **Group Reflections & Presentations: Comparative social welfare**

This will be a group assignment that will begin our first weekend and be carried through to the second weekend. Your group will be formed based on interest in specific policies. This assignment will reflect the level of engagement that your group has with our assigned readings; the ability to carry out the project will depend on how well your group members have read the assigned readings. More details on the assignment will be passed out in class. In short, it will focus on your group working out the details of specific policies following the themes of the class. There will be time for groups to work in class (again, the efficiency of the group will depend on how well you all have done the reading), and then groups will present to the rest of the class.

Group discussions and subsequent class presentations will focus on the following:

- Fri. Aug 5: How do ideas of philosophies, values and rights surrounding welfare inform your collective understanding of this policy?
- Sat., Aug. 6: Who is “in” and who is “out” related to your policy? How? What historical forces and rhetorics are used to justify inclusion and exclusion?
- Sun., Aug 7: How do comparative models of welfare regimes help explain this policy?
- Fri., Aug. 19: What pressures have led to your policy and the ways it is implemented? How does globalization (esp. neoliberalism) influence your policy?
- Sat., Aug. 20: How is your policy issue treated differently in different places? Why?
- Sun., Aug. 21: What are the social justice implications for your policy moving forward?

### **Paper 2: Liberatory practice**

**Due Wed., Aug. 24 on Canvas**

I expect to see a synthesis of the readings in class as well as considerable outside work done to obtain some additional peer-reviewed sources that are not listed in our syllabus; that is, I want to see that you are critically engaged with the content of the readings and class discussions. If you have ideas for alternative formats or ways to organize your work, please come talk to me.

In the second part of this course, we will focus more explicitly on bringing in a comparative view of social welfare policy that considers multiple types of arrangements of social welfare, along with the values and historical forces that have shaped these policy arrangements. We will also consider the processes and effects of globalization, particularly neoliberalism. Paper 2 is a critical continuation of Paper 1. Take what you’ve

covered in Paper 1, including my feedback on your paper, and move beyond it to: (1) explicate alternatives to the way your policy is currently enacted, (2) explore the values and principles of underlying alternative strategies to your issue, and (3) analyze your personal and professional positionality with regards to the issue – that is, how should you and your profession respond to the challenges at hand?

This paper needs to include the following:

1. You must rework Paper 1 based on my comments, edits, questions or suggestions. I expect to see you taking these seriously, as well as the comments and suggestions of your peers. Paper 2 should include a re-worked Paper 1 (which will serve as the foundation for Paper 2) as well as 5-8 pages of **new** content representing the bulk of Paper 2.
2. In addition to considerable edits and new content for the introduction and analysis section, you should add analyses on these two areas:
  - a. Compare and critique at least 2 concrete alternative approaches for addressing the issue (contrast them with the current approach you have already described)
  - b. Analyze what these approaches illustrate regarding the forces of globalization we've discussed (What do their discourses tell you? What are the values implicit in their work? Do they uphold or challenge neoliberalism? What do they reflect regarding the role of culture?)
3. You should also add analysis resulting from discussion(s) you've had with the groups you identified in the first part of the paper.
4. Finally, your paper should include a **critical reflection** portion, where you discuss the question: *Where do I and we go from where?*. This discussion should include:
  - a. What lessons, insights, visions, strategies and perspectives could you take from progressive social movements and the international comparative perspective we've developed?
  - b. What is the role of ethics and values – and particularly social justice - in your policy?
  - c. What are your next steps and what concerns you?
  - d. What capacities, resources, skills, insights, experiences do you already have, and in what areas do you need to grow to become an effective change agent?

**Paper Format:** This is a graduate-level paper with an introduction, analysis (i.e., main body) and a conclusion, with arguments that are clear and supported by our readings (and other information you gather). **Length:** 10-20 pages, double spaced (excluding the reference pages), typed, using a 12-point font size and one-inch margins.