

# Social Welfare & Health Policy

PSAA 635 | Spring 2023

Public Service & Administration | Bush School of Government & Public Service

## CONTACT INFORMATION

<b>Professor:</b>	Dr. Compton
<b>Office Location:</b>	ALLN 2057
<b>Email:</b>	<a href="mailto:mallory.compton@tamu.edu">mallory.compton@tamu.edu</a>
<b>Class Time &amp; Location:</b>	Wednesday 9:35 AM to 12:15 PM in ALLN 2068
<b>Student Hours:</b>	<i>Drop in:</i> Tue & Wed, 12:20 to 1:20pm in ALLN 2057 <i>By appointment:</i> <a href="https://calendly.com/prof-compton">calendly.com/prof-compton</a>

## LEARNING OBJECTIVES

In this course, we will explore the historical development and impacts of US public welfare, child welfare, employment, and health social service programs. In doing so we will analyze the values and assumptions that formed the foundations of social welfare policy and the social, economic, political, and cultural context in which these policies developed and their potential future.

Although this course primarily focuses on the US socio-political context, students are encouraged to bring diverse and comparative (international) perspectives to class. Opportunities will be available throughout the course for students to focus on non-US policies and programs.

Upon completion of this course, a student should be able to discuss the following:

1. What is social welfare? What kinds of government programs are included under social welfare? What kinds of government programs are not?
2. What is the purpose of each welfare program? What are the potential benefits to individuals and to society?
3. What are the costs of each welfare program, including moral hazard?
4. How do moral hazard, adverse selection, or other behaviors affect effectiveness or efficiency of each program?
5. What is the political climate surrounding each program?
6. Discuss (racial, age, gender, geographic, etc.) disparities for each program, and reasons for disparities.

7. Discuss the implications of privatization of risk, privatization of service provision, and philanthropic giving for the US public safety net (i.e. food stamps, TANF, Medicaid, Medicare and Social Security).
8. Describe the development and evolution of public welfare and public health in the US (policy history timeline, policy goals & accomplishments)
9. Explain different ideological and/or disciplinary views of social welfare and health policy.

## TEXTBOOKS

There are three assigned textbooks for this course. All additional readings will be made available electronically through the course Canvas page.

1. Poppo, Philip R., and Leslie Leighninger. 2018. *The Policy-Based Profession: An Introduction to Social Welfare Policy Analysis for Social Workers*. 7th ed. New York, NY: Pearson. eBook ISBN: 978013741499; Physical Book ISBN: 9780134794297
2. Rank, Mark R., Lawrence M. Eppard, and Heather E. Bullock. 2021. *Poorly Understood: What America Gets Wrong about Poverty*. New York, NY: Oxford University Press. ISBN: 9780190881412; TAMU Library eBook: <https://ebookcentral.proquest.com/lib/tamucs/detail.action?docID=6461413>
3. Rosenbluth, Frances Mccall, and Margaret Weir, eds. 2021. *Who Gets What?: The New Politics of Insecurity*. New York, NY: Cambridge University Press. ISBN: 9781108840200; TAMU Library eBook: <https://doi-org.srv-proxy1.library.tamu.edu/10.1017/9781108879170>

## EVALUATION

### Assignment Weighting:

Weekly Assignments	40%
Attendance	10%
Policy Briefs (x2)	30%
Presentations (x2)	20%

### Grade classification

89.5 and above	A	Exceeds my expectations
79.5 to 89.4	B	Meets my expectations
69.5 to 79.4	C	Meets my minimum expectations
59.5 to 69.4	D	Fails to meet my expectations
Below 59.5	F	Fails to meet course requirements

## WEEKLY ASSIGNMENTS (40%)

Weekly assignments will also include readings, reflections, information gathering, or other activities. Homework assignments are meant to guide discussion in class the next week so your completion of them has positive externalities for the rest of the class. Failing to do the work results in a worse classroom experience for everyone else.

Most (if not all) weekly assignments will be submitted through Canvas.

## ATTENDANCE (10%)

*Attendance will be recorded each class meeting.* Much of our class time will be in seminar format. Students are expected to attend and contribute to class discussions regularly. To foster collegial dialogue in these sessions, students should arrive in class prepared to discuss the reading material, and students are asked to refrain from distracting use of computers, tablets, or other electronic devices during seminars.

I would obviously prefer to see each of you in class every week, but I trust you to make decisions to best promote your health and well-being— which should be your priority.

What this means: if you are feeling ill, STAY HOME. You will NOT be penalized for prioritizing your health and protecting the health of others— as long as you let me know by email.

If any of our class meetings conflict with your religious events, please let me know so that we can plan accordingly.

## REMOTE ATTENDANCE VIA ZOOM

Students may “Zoom-in” to class if they cannot attend in person, for any reason.

1. You **MUST** let me know by email that you intend to attend remotely before class begins. I will **ONLY** set up the Zoom meeting if I know a student wants to join.
2. Your opportunities for participation and interaction will be minimal, but you will still be able to listen to the discussion and watch presentations. Importantly, **you will still receive attendance credit.**
3. The link to join class remotely via Zoom will always be the same:  
<https://tamu.zoom.us/j/96393410994>

## POLICY BRIEFS (30%) & PRESENTATIONS (20%)

At the beginning of the semester, you will choose one welfare policy/ program and one health program/ policy. You will become the class expert on the programs you choose. For each of the two programs you choose (one welfare and one health), you will write a policy memo and present to the class. Additional instructions will be provided in class and on Canvas. Below is a list of possible topics, and you are also encouraged to come up with your own (subject to the professor's approval).

Welfare	Health
- Welfare privatization (choose a specific program/proposal, ex. Contracting out TANF services)	- Americans with Disabilities Act (ADA)
- Head start	- Pregnancy Discrimination Act
- Foster care	- Nursing home staffing laws (pick a specific mandate)
- WIC	- Opioid anti-addiction laws or programs
- EITC	- Obesity prevention laws
- Welfare to work programs	- Reproductive health care and abortion
- Workforce Investment Act	- Any current health policy proposal at the federal level
- Trade Adjustment Assistance	- "Voucherizing" Medicare
- Reintegrating prisoners into the labor force	- Medicare HMOs
- Criminal justice reform (choose a specific program/proposal)	- VA
- Housing assistance	- SSDI
- SSI	- Medicaid
- urban-renewal projects	- Planned Parenthood
- Child care tax credits	- Community Health Centers
- Title I funding	- National Health Service Corps
- Student loans/grants for college	- Medically Needy program
- Basic Income	- MA universal coverage ("Romneycare")
- Drug testing TANF beneficiaries	- Badgercare
- Public transportation (choose a specific effort or program)	- The Oregon Health Experiment
- Enfranchisement (choose a specific voting policy)	- Any specific aspect of the ACA
- Immigration (chose a specific policy)	- An international health system/policy of your choice

## MISSED ASSIGNMENTS & ABSENCES

If you miss an assignment, the best thing to do is to contact the professor as soon as possible. I can work with you *if you give me advance notice*.

**If you do not** have a university excused absence, you may replace a missed assignment for half credit (for a maximum grade of 50). All work must be submitted before the end of the semester (at or before 11:59pm on May 9).

**If you do** have a university excused absence, you may replace a missed assignment for full credit. For more information on excused absences, see guidance on [Student Rule 7](#).

## WRITING EXPECTATIONS

All written work in this course must be submitted to the professor through the course page on [canvas.tamu.edu](https://canvas.tamu.edu) and should be professionally formatted. I expect proper grammar, spelling, and punctuation to be practiced. Writing that does not meet this expectation will be penalized accordingly.

Students may use any established format for citing references, either Chicago, APA, or APSA styles are suitable choices. It is most important that your chosen citation style be consistent throughout the entire piece of writing. *Each and every written assignment in this class requires internal citations and a cited sources list.*

For additional information on citing sources, see here [Citation Basics](#).

For advice and resources on writing (and presenting), you may consult the Bush School's writing center at: [Bush School Writing](#).

Also available to help is the Texas A&M University Writing Center (UWC). The mission of the UWC is to help you develop and refine communication. Currently, you can choose to work with a trained UWC peer consultant via web conference or email. You can schedule an appointment to discuss any kind of writing or speaking project, including research papers, essays, or creative writing. UWC consultants can work with you at any stage of your process, whether you're deciding on a topic or reviewing your final draft. You can also get help with public speaking, presentations, and group projects. To schedule an appointment or to view our handouts, videos, or interactive learning modules, visit [writingcenter.tamu.edu](https://writingcenter.tamu.edu) or email [uwc@tamu.edu](mailto:uwc@tamu.edu).

## ONLINE COURSE MATERIALS & TURNITIN

We will use Canvas (<https://canvas.tamu.edu/>) in this class. All class slides, handouts, and the syllabus for this course will be made available through the course page on the TAMU Canvas. All assignments will be submitted through Canvas using Turnitin anti-plagiarism software.

## APPOINTMENTS & STUDENT HOURS

There are TWO ways to meet with me during the semester:

1. During the stated student hours (T/W 12:20-1:20 PM), I will be in my office (Allen 2057) and the door will be open to any student(s) who drop by. No appointment is needed.
2. If my student hours are not convenient for you or if you prefer a scheduled time slot, you may book an appointment with me to guarantee my availability up to two weeks in advance. **To book appointments with me, follow this link: [calendly.com/prof-compton](https://calendly.com/prof-compton)**

Sometimes plans change, so if you need to reschedule or cancel your appointment, please do so through the same site.

## EMAIL POLICY

I rarely reply to emails on the weekend, so if you email me on the weekend, be prepared for a few days' delay in reply.

## DIVERSITY & INCLUSION

The Bush School of Government and Public Service supports the Texas A&M University commitment to diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic statuses, and/or work experiences (see [diversity.tamu.edu](https://diversity.tamu.edu)).

The Bush School believes that the diversity that students bring to their classes is a resource, strength, and benefit. Accordingly, the school expects everyone to demonstrate respect for the different experiences, beliefs, and values expressed by fellow students and instructors, and to engage in reasoned discussions that refrain from derogatory comments or dehumanizing language about other

people, cultures, groups, or viewpoints. This applies both inside and outside of the classroom and includes electronic venues such as GroupMe.

Intellectual argument and disagreement are fundamental elements of both the academic world and the policy process. Disagreement does not, in and of itself, mean disrespect. However, the way that disagreement is expressed can be disrespectful. The Bush school will not tolerate unprofessional, insensitive, or disrespectful behavior, such as:

1. Using dehumanizing, derogatory, or coarse language, at any time
2. Dismissing ideas based on characteristics of the speaker / writer
3. Expressing threat or intent to harm, even if meant as a “joke”
4. Addressing people by names or pronouns other than their preferred names or pronouns.

## ACCESSIBILITY

*Please let me know ways to improve the effectiveness or accessibility of the course for you personally or for other students or student groups.* I want to hear from you. It is important to me that students from diverse backgrounds and perspectives be well served by this course, and that students’ learning needs are addressed both in and out of class.

## NAME & PRONOUNS

Class rosters include only registrar-provided student names. I will gladly honor your request to address you by your preferred name or pronouns. Please advise me (in writing or in person) so that I may make appropriate changes to my records.

## HEALTH & WELLBEING

If you are feeling overwhelmed, stressed, or facing any other obstacle which seems to be getting in the way of your well-being and/or academic achievement, resources and help are available both online and in-person free of charge for university students. For more information: [caps.tamu.edu](https://caps.tamu.edu).

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student’s academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-

2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. Emergency 24-hour help is also available through the National Suicide Prevention Hotline (800-273-8255) or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

If you need in-person physician or dial-a-nurse medical care (including women's health and pharmacy services), please take advantage of the TAMU Student Health Services. Regardless of your health insurance status, services are available to you as an enrolled student for a *very small fee*. For more information: [shs.tamu.edu](http://shs.tamu.edu)

## CHILDCARE EMERGENCIES

If you find yourself without childcare on any given day, please feel free to bring your little one to class. I would rather have children see a university classroom than have any student miss a day of class. I only request that you sit near the door so that you may step in and out of class as needed while minimizing disruptions.

## THE AMERICANS WITH DISABILITIES ACT

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit [disability.tamu.edu](http://disability.tamu.edu). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Resources and their instructors as soon as possible.

## PLAGIARISM, ACADEMIC INTEGRITY, & THE AGGIE HONOR CODE

*"An aggie does not lie, cheat or steal, or tolerate those who do."*

Students are responsible for creating and authoring their own work, and for adhering to Texas A&M University's Honor Code. For information about the code and how it is enforced you may visit: [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and present it as your own, even if you should have the permission of the original author. Plagiarism is one of the worst academic sins, for the plagiarist destroys



the trust among colleagues without which research cannot be safely communicated.

The best way to avoid plagiarism is to err on the side of caution when you are in doubt about the need to cite sources. For more information about proper citation and attribution, see the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty,” or the library guide at: [Academic Integrity](#)

If any of the university’s policies regarding academic integrity are unclear, students should consult with their instructor sooner rather than later.

**This course has is a zero-tolerance policy.** All coursework will be submitted through software designed to detect plagiarism. If coursework is deemed by the professor to be substantially plagiarized, the student will fail the course, an “F\*” will be reported on the student's transcript along with the notation “FAILURE DUE TO ACADEMIC DISHONESTY,” and a Violation Report will be filed with the Aggie Honor System Office. There will be no exceptions to this rule.

**Text generated by AI tools, including but not limited to chatGPT, is not your own.** It is a violation of the honor code to claim credit for ideas, words, or writings you did not produce. *Use of an AI text generator when an assignment does not explicitly call or allow for it without proper attribution or authorization is plagiarism.*

## FACE COVERINGS IN THE CLASSROOM

If you feel unwell or if you were recently exposed to someone with an infectious respiratory illness, *even if you do not test positive for COVID*, you are strongly encouraged to wear a face covering to / from and during our. Wearing a face covering shows you care enough to protect others.

## COVID-19 GUIDANCE

To help protect Aggieland and stop the spread of COVID-19, Texas A&M University urges students to be vaccinated and to wear masks in classrooms and all other academic facilities on campus, including labs. Doing so exemplifies the Aggie Core Values of respect, leadership, integrity, and selfless service by putting community concerns above individual preferences. COVID-19 vaccines and masking — regardless of vaccination status — have been shown to be safe and effective at reducing spread to others, infection, hospitalization, and death.

The University has put together a lot of informative and helpful resources for campus members to help us navigate the COVID-19 emergency with the goal of safely returning to normal operations. I encourage all of you to review these resources here: [TAMU COVID-19 Guidance](#)

Please pay special attention to the [Guide for Sick/Exposed Campus Members](#).

## TAMU GUIDELINES ON WHAT TO DO IF YOU TEST POSITIVE FOR COVID

1. **If you have no symptoms or mild symptoms, you must stay home for 5 days.**
  - a. You must wear a mask around others for 10 days.
  - b. After 5 days, you may end isolation based on one of the following criteria:
    - c. If you had mild symptoms you may end isolation when you are fever-free for 24 hours without fever-reducing medications after 5 days and your symptoms are improving.
    - d. If you did NOT have symptoms, you may end isolation after 5 days.
    - e. Take precautions until day 10 by avoiding travel and avoiding being around people who are at high risk.
2. **If you are moderate/severely ill, you must stay home and isolate for 10 days**
  - a. If your symptoms are gone or resolving and you are fever-free for 24 hours without fever-reducing medications after 10 days, you can end isolation.

## TITLE IX AND STATEMENT ON LIMITS TO CONFIDENTIALITY

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see University Rule 08.01.01.M1):

- The incident is reasonably believed to be discrimination or harassment.

- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, you will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University’s goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with Counseling and Psychological Services (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University’s Title IX webpage.

## ADDITIONAL HELPFUL LINKS

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<b>Bush Writing Center</b>	<a href="https://sites.google.com/site/bushschoolwriting">sites.google.com/site/bushschoolwriting</a>
<b>University Writing Center</b>	<a href="https://writingcenter.tamu.edu">writingcenter.tamu.edu</a>
<b>Citation Basics</b>	<a href="https://tamu.libguides.com/citationbasics">tamu.libguides.com/citationbasics</a>
<b>Academic Calendar</b>	<a href="https://registrar.tamu.edu/General/Calendar">registrar.tamu.edu/General/Calendar</a>
<b>Student Rules</b>	<a href="https://student-rules.tamu.edu">student-rules.tamu.edu</a>
<b>Counseling &amp; Psychological Services</b>	<a href="https://caps.tamu.edu">caps.tamu.edu</a>
<b>Student Health Services</b>	<a href="https://shs.tamu.edu/">shs.tamu.edu/</a>
<b>COVID-19 Guidance</b>	<a href="https://tamu.edu/coronavirus">tamu.edu/coronavirus</a>
<b>Student Assistance Services</b>	<a href="https://studentlife.tamu.edu/sas">studentlife.tamu.edu/sas</a>
<b>GPS Ombuds Services</b>	<a href="https://grad.tamu.edu/academics">grad.tamu.edu/academics</a>
<b>Appointments with Dr. Compton</b>	<a href="https://calendly.com/prof-compton">calendly.com/prof-compton</a>
<b>Texas Legislature Information</b>	<a href="https://capitol.texas.gov/">capitol.texas.gov/</a>

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## SCHEDULE, TOPICS, AND READINGS

The course syllabus is a general plan for the course; deviations may be necessary. I reserve the right to add, change, or remove readings with reasonable notice to the class.

Wk	Date	Topic	Notes
1	1/18	Introductions	Check Canvas for homework and reading assignments every week.
2	1/25	Understanding Poverty & Insecurity	
3	2/1	Disambiguation: Discrimination, Disparities, & Disproportionality	
4	2/8	Analyzing (Social & Health) Policy	
5	2/15	Income Assistance	
6	2/22	Food & Housing Assistance	
7	3/1	(Un)employment Assistance	
8	3/8	Old Age Assistance	First Policy Brief Due (Welfare)
	3/15	<i>Spring Break – No class meeting</i>	
9	3/22	Mental Health, Substance Abuse & Disability Assistance	
10	3/29	Public & Primary Health Care	
11	4/5	Child Welfare & Education	
12	4/12	(Im)migration & Refugees OR Human Trafficking	
13	4/19	Criminal Justice	
14	4/26	Social Policy & Policymaking	Second Policy Brief Due (Health)
	<i>No class meeting</i>	<b>All late work due by 11:59PM May 9</b>	