

Social Welfare & Health Policy

PSAA 635

Spring 2021

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

CONTACT INFORMATION

Professor: Dr. Compton
Email: mallory.compton@tamu.edu
Class Time: Wednesday 9:35 to 12:15
Student Hours: T/W 12:20 to 1:20, and by appointment

LEARNING OBJECTIVES

Explores the historical development and impact of US public welfare, child welfare, employment, and health social service programs.

Course analyzes values and assumptions that formed the foundations of social welfare policy and explores the social, economic, political, and cultural context in which these policies developed and their potential future.

Although the emphasis of most assigned readings in this course will be 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 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 does each program try to get around moral hazard?
5. What is the political climate surrounding each program?
6. Are there (racial, age, gender, geographic, etc.) disparities for each program, and why?

Philanthropic Giving v. Public (Government) Safety Nets

7. Discuss arguments about whether or not philanthropic giving could substitute for our current public safety nets (i.e. food stamps, TANF, Medicaid, Medicare and Social Security)

Public Welfare

8. Describe public welfare (policy history timeline, policy goals & accomplishments)

9. Indicate welfare (TANF and Food Stamp) statistics over time
10. Explain Conservative v. Liberal Positions on Public Welfare
11. Discuss the impact of 'federalism' (i.e., states' rights) on the provision of public welfare.
12. Recognize the impact of privatization

Child Welfare

13. What are programs that would be considered child welfare?
14. Describe child welfare policy history timeline, policy goals
15. Are there racial disparities in child welfare? Why?

Job Creation

16. What are examples of job creation programs?
17. Describe the job creation policy history timeline
18. Indicate unemployment statistics by demographic characteristics
19. Explain barriers to work and initiatives that could be implemented to support low income and disabled people. How have these initiatives worked out empirically?
20. Recognize the impact of deindustrialization, technology, immigration, and globalization on poverty and unemployment. Which programs target which of these stimuli?

Health Care

21. Explain the various reasons for health disparities
22. Describe Medicare & Medicaid Client Statistics Over Time
23. Discuss the impact of desegregation on racial health disparities
24. Recognize the impact of Social Security, Medicare, Medicaid payments on the Budget
25. Indicate HMOs', AMA's, Hospitals', Pharmacies' & Private Employers' positions on health insurance
26. Understand the difference between health insurance and welfare targeted at health. Explain why there is room for government intervention in health insurance markets.
27. Describe various types of universal health care
28. Recognize the advantages and disadvantages of universal and single payer health care

ASSIGNED READINGS

There is ONE assigned textbook for this course. All additional readings will be made available electronically through the course Canvas page.

- ◆ *Legacies of the War on Poverty*. 2013. Edited by Martha J. Bailey and Sheldon Danziger. Russell Sage Foundation. ISBN: 978-0-87154-007-2.

ONLINE CLASS MEETING LOCATION

ALL class business will be conducted remotely and synchronously. If you do not yet have a Zoom account, sign up for one as soon as possible here: <https://tamu.zoom.us/>

Joining each class session is a two step process:

STEP 1: FIND THE ZOOM MEETING

You may join our virtual Zoom class meetings in a number of ways, here are three options:

1. Follow this link: <https://tamu.zoom.us/j/95468983539?pwd=NUlsNUF2ZGwyU3ZMRGZONk1hZGdPd09>
2. Log-in to Zoom search for our unique Meeting ID: **954 6898 3539**
3. Call in using a phone, by dialing 346 248 7799 (US Toll-free) and using our Meeting ID

STEP 2: ENTER THE CLASS PASSCODE

➔ You must enter the Class Passcode: **Compton**

EVALUATION

ASSIGNMENT WEIGHTING:

Weekly Assignments & Discussion	50%
Policy Briefs	30%
Presentations	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 & DISCUSSION (50%)

Weekly assignments will consist of both exercises and essay questions. These assignments will also include reading, reflections, and information gathering. Discussion includes both online discussion (where instructed) and in-class discussion. 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 assignment results in a worse experience for everyone else.

In addition to speaking and participation in in-class activities, you may boost your weekly evaluation with "Ella Points." More information will be provided in class.

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

At the beginning of the semester, you will choose one welfare program and one health program or policy on which you will build expertise. You will become the class expert on the programs you choose. For **each** of the two programs you choose (one welfare program and one health program/policy), 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 possible topics, and you are also encouraged to come up with your own (subject to the professor's approval).

WELFARE	HEALTH
<ul style="list-style-type: none"> - Welfare privatization (choose a specific program/ proposal, ex. Contracting out TANF services) - Head start - Foster care - WIC - EITC - Welfare to work programs (either generally or pick a specific one, ex. Job Corps) - Workforce Investment Act - Trade Adjustment Assistance - Reintegrating prisoners into the labor force - Juvenile crime - Criminal justice reform (choose a specific program/ proposal) - Housing Assistance (either generally, or find a specific program) - SSI - Gentrification/ urba-renewal projects (either generally, or find a specific program) - Child care tax credits - Title I funding - Student loans/ grants for college - Basic Income - Efforts to encourage/ discourage specific financial actions of the poor (pick a specific effort or program, ex. Banking, home buying, saving for retirement, payday loans, etc.) - Drug testing TNF beneficiaries (or any recent US/ TX law/ bill that affects a welfare program) - Public transportation (choose a specific effort or program) - Enfranchisement (choose a specific voting policy) - Immigration (chosed a specific policy) - <i>An international welfare program of your choice</i> 	<ul style="list-style-type: none"> - Americans with Disabilities Act (ADA) - Pregnancy Discrimination Act - State health insurance mandates for specific diseases or providers (pick a specific mandate) - Nursing home staffing laws (pick a specific mandate) - Opioid anti-addiction laws or programs - Obesity prevention laws (soda cups, calories counts, etc.) - Rules putting restrictions on abortion providers or disposal of fetal tissue (pick a specific rule) - Recent controversies in Texas (pick a specific issue/ program/ proposal) - Any current health policy proposal at the federal level - "Voucherizing" Medicare - Medicare HMOs - VA - SSDI - Electronic health records - Medicaid - Planned Parenthood - Community Health Centers - National Health Service Corps - Medically Needy program - MA universal coverage ("Romneycare") - Badgercare - The Oregon Health Experiment - Any specific aspect of the ACA (note: do not pick something you have picked for Dr. Dague's class) - <i>An international health system/policy of your choice</i>

PARTICIPATION

Much of in-class time will be in seminar format. Students are expected to contribute to class discussion 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. Beyond merely participating in discussion, a failure to demonstrate respect for the ideas and perspectives of your fellow students or professor may detract from your discussion grade.

MISSED ASSIGNMENTS & ABSENCES

If you miss an assignment, the best thing to do is to contact the professor as soon as possible. **If you do *not* have a university excused absence, you may replace a missed assignment for half-credit (50 points will be deducted from the assignment grade). All work must be submitted before the end of the semester (on or before May 7 at 5pm).**

If you *do* have a university excused absence, you may replace a missed assignment for full credit. For more information on excused absences, see section titled Personal Illness and Quarantine below, or [Student Rule 7](#).

If any of our class meetings conflict with your religious events (see here: dof.tamu.edu/rules/religious-observance), please let me know so that we can make arrangements for you.

WRITING EXPECTATIONS

Unless otherwise instructed, all written work in this course must be submitted to the professor through the Canvas website, and should be single-spaced, in 12 pt font, with 1 in margins. 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, though APA or APSA styles are my recommended style choices. It is most important that your chosen citation style be consistent throughout the entire piece of writing. Failure to properly cite your sources and references will result in a referral to the Honor Council for academic dishonesty. For additional information on citing sources, see here: tamulibguides.com/citationbasics.

For advice and resources on writing (and presenting), you may consult the Bush School's writing center at: sites.google.com/site/bushschoolwriting/home.

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 or email uwc@tamu.edu.

ONLINE COURSE MATERIALS AND TURNITIN

All assignments, class slides, handouts, additional reading materials, and the syllabus for this course will be made available through the course page on the TAMU Canvas website here: <https://canvas.tamu.edu/>. All assignments must be submitted using Turnitin through the same Canvas website.

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. If you read this before the first class meeting, email the professor an amusing dog GIF or meme to have points added to your first weekly assignment. Email me a cat GIF or meme to have points deducted from your first weekly assignment.

APPOINTMENTS & STUDENT HOURS

During the stated student hours (T/W 12:20 to 1:20), I will be at my computer and my virtual office will be open. Join the Zoom link, use the passcode, and wait to be admitted. No appointment needed.

You may join our virtual student hours with the following:

- ▶ **Zoom link:** <https://tamu.zoom.us/j/96228872400?pwd=Zk9RTk1pZUIFVTNyMisvV0dyS21aQT09> or Meeting ID: **962 2887 2400**
- ▶ **Passcode: Compton**
- ▶ Alternatively, you may call in by dialing 346 248 7799 (US Toll-free)

If, however, those hours are not convenient for you or if you prefer a scheduled time-slot, you can book an appointment with me to guarantee your my availability up to two weeks in advance.

- ▶ **Use this website to make an appointment:** <https://professorcompton.youcanbook.me>

Sometimes plans change, so if you need to reschedule or cancel your appointment, please do so through the same site. Feel free to book more than one back-to-back time slot if you think we'll need more than the default 10-minute appointment. After you book an appointment, you'll receive an email with a Zoom link for the meeting.

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 .

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: library.tamu.edu/services/library_tutorials/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. In the event that 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.

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, that students’ learning needs are addressed both in and out of class.

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/).

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 a fundamental element 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 the 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.

NAME & PRONOUNS

Professional courtesy and sensitivity will be taken seriously in this classroom. Class rosters provided to me include only students’ legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me early in the semester (in writing or in person) so that I may make appropriate changes to my records.

HEALTH & WELLBEING

Graduate school is demanding; you will face many unexpected challenges. Your health and wellbeing, however, are of paramount importance. If you are feeling overwhelmed, stressed, or facing any other obstacle which seems to be getting in the way of your wellbeing and/or academic achievement, resources and help are available both on-line and in-person free of charge for university students. For more information: 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.

In the event that you are in need of 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/

CARE RESPONSIBILITIES

We will all be working from home in unusual circumstances. Many of us have child, elder, or pet-care responsibilities that will complicate our work and learning spaces. During Zoom classes, for any reason, please feel free to:

- Mute your video to protect the privacy any little ones or family members who might be sharing your space
- Let your kids or pets sit in on our class, if they're interested (but please *mute your microphone*)
- Step away from the meeting if necessary.

ADDITIONAL HELPFUL LINKS

Academic Calendar	registrar.tamu.edu/General/Calendar.aspx
Student Rules	student-rules.tamu.edu
Religious Observances	dof.tamu.edu/rules/religious-observance
Counseling & Psychological Services	caps.tamu.edu
Student Health Services	shs.tamu.edu/
Bush Writing Center	sites.google.com/site/bushschoolwriting/home
Citation Basics	tamu.libguides.com/citationbasics
Appointments with me	professorcompton.youcanbook.me
Texas Legislature Information:	https://capitol.texas.gov/

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. 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.

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.

CAMPUS SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Spring 2021 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely if that option is available, and should not participate in face-to-face instruction.
- **Face Coverings**—Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the Face Covering policy and Frequently Asked Questions (FAQ) available on the Provost website.

- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- To attend a face-to-face class, students must properly wear an approved face covering. If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Student Conduct office for sanctions. Additionally, the faculty member may choose to teach that day's class remotely for all students, or dismiss the class in the case of a traditional face to face lecture.

PERSONAL ILLNESS AND QUARANTINE

Students required to quarantine or self-isolate should still participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students under quarantine or self-isolation are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Instructors teaching courses delivered only face-to-face should work closely with students who are in quarantine or self-isolation to ensure the student keeps up with the work.

Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence (see Student Rule 7, Section 7.2.2). To receive an excused absence, students must comply with the documentation and notification guidelines outlined in Student Rule 7. While Student Rule 7, Section 7.3.2.1, indicates a medical confirmation note from the student's medical provider is preferred, please be understanding as not all illnesses may require a visit to a physician, especially during this time.

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	Jan. 20	What is Welfare? Economics of Welfare What does it mean to be poor?	Check Canvas for homework/reading assignments every week.
2	Jan. 27	Public Welfare Discrimination	
3	Feb. 3	<i>-isms</i> continued Public Welfare Privatization	
4	Feb. 10	Privatization continued Child Welfare 1	
5	Feb. 17	Child Welfare 2	First Policy Brief Due (Welfare)
6	Feb. 24	Job Creation 1	
7	Mar. 3	Job Creation 2 and summary	
8	Mar. 10	Additional Welfare Topics	
9	Mar. 17	Health Disparities Desegregation	
10	Mar. 24	Health Insurance	
11	Mar. 31	Medicaid 1/SCHIP	
12	Apr. 7	Medicaid 2/Medicare	
13	Apr. 14	Universal Health Insurance	Second Policy Brief Due (Health)
14	Apr. 21	Final Presentations	