

**University of Wisconsin - Madison School of Social Work
1350 University Avenue
Madison, WI 53706**

**Social Work 950
PhD Proseminar: Disciplinary Perspectives on Social Policy
Fall 2018**

Instructor: Lonnie Berger, Professor

Offices: 3420 Social Sciences (262-6379) and 214 Social Work (263-6332)

Office hours: by appointment

Email: lmberger@wisc.edu

Class Days: Wednesday

Time: 8:30-11:30

Credits: 3

Location: Social Work 110

Instructional Mode: Face-to Face

I. Course Description

This PhD seminar aims to expose students to diverse perspectives on social policy and social policy scholarship from a variety of disciplines and fields of study, as well as to provide a detailed understanding of the social policy landscape in the United States.

Attributes and Designations: This course fulfills a requirement for a policy seminar for the PhD in social welfare.

Requisites: The course is required for PhD students in social welfare and open to advanced MSW students and interested graduate students from other departments with instructor consent.

How credit hour is met: This class meets for one 3 hour class period each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for approximately 6 hours out of classroom each week. The syllabus includes additional information about meeting times and expectations for student work.

II. Course Overview

This PhD seminar aims to expose students to diverse perspectives on social policy and social policy scholarship from a variety of disciplines and fields of study, as well as to provide a detailed understanding of the social policy landscape in the United States. The course will focus on how various theoretical and methodological approaches shape the types of questions, analyses, and evidence that are commonly associated with a particular discipline or field of study. This will be accomplished by integrating a range of expert guest speakers, class discussions, and readings in disciplines such as demography, developmental psychology, economics, law, sociology, political science, public health, and public management, as well as cross-national perspectives. In addition, the course aims that students are informed and up-to-date on the primary domains of U.S. social policy as well as current trends, debates, and research developments in each. This will be accomplished through a series of student-led presentations and discussions. Note that an in-depth exploration of all domains of U.S. social policy is not possible in the context of a single course. As such, this course will prioritize social insurance and social assistance policies, as well as aspects of other policies that are particularly relevant to disadvantage populations. It will not, for instance, cover all aspects of education policy, tax policy, or labor market policy, though students are encouraged to pursue policy papers in these areas.

III. Learning Outcomes: Course Description and Objectives

After completing this course, students should demonstrate: (1) advanced knowledge of the major theoretical and empirical approaches to social policy from a range of disciplines and fields of study; (2) a solid understanding of major U.S. social policy domains, including specific policies and programs, trends, issues and debates, and research developments; (3) the skills to employ multi-disciplinary approaches to the study of social policy; and (4) the ability to summarize policy-related content and facilitate discussion thereof.

Course activities consist of: (1) active participation in seminar discussions; (2) summaries and analyses of required readings (3 short papers with accompanying class presentations); (3) policy paper; and (4) class presentation of policy paper.

IV. Texts and Reading Material

There are no required textbooks. All required readings will be posted on the class website at Canvas or available from the web approximately 2 weeks prior to their discussion in class. Note, however, that we will read all of the chapters in both volumes of:

Moffitt, R. (Ed.). (2016). *Economics of Means-Tested Transfer Programs in the United States, Volumes 1 and 2*. Chicago: University of Chicago Press.

Although the chapters are available from free download from the National Bureau of Economic Research website, as well as on the class Canvas website, you may wish to purchase these volumes.

V. Assignments and Evaluation

Grades: 50% short assignments; 25% class participation and presentations; and 25% final paper and preliminary products. This is a graduate seminar; the expectation is that the seminar will provide a collaborative learning environment. Academic honesty is a central requirement for graduate study. If a student intentionally misrepresents another's work as their own, the student will receive no credit for the assignment and a final semester grade no higher than a C. Please review the School of Social Work guidelines on plagiarism (p. 32-33 of <http://socwork.wisc.edu/files/PhDProgramGuidelines.pdf>).

Short assignments. Each student will complete 4 short assignments. Two will consist of short essays (roughly 3 pages, no more than 4) for weeks in which we cover disciplines or fields (Developmental Perspectives, September 19; Cross-National Perspectives, September 26; Economic Perspectives, October 10; Cost-Benefit Analysis, October 31; Demographic/Sociological Perspectives, November 14). The essay should briefly summarize (roughly 1 page) and critique (roughly 2 pages) the key theoretical or methodological concepts presented in the readings for the week. These essays should be posted on the Canvas site by noon on the Monday of the week in which the perspective will be discussed. In addition, students are required to prepare questions for the guest speaker in weeks they write essays.

The other two assignments will consist of a summary of a specific policy domain and class presentation. This should be presented in outline/powerpoint, rather than paper form, and should serve as an overview of the particular policy, program, or policy area. It should explicitly address the following:

- What are the eligibility criteria for participation in the program? Is the program means/income tested? Is it categorical? Is it an entitlement program?
- How large is the program and what proportion of eligible individuals are served?
- How is the program administered and through which agency/agencies? What form does the benefit take (e.g., cash, near, cash, in-kind)? How generous is the benefit?
- How is the program funded and how much does it cost?

- What are the important recent trends in the program vis-à-vis population served, take-up rate, cost, etc.?
- What are the primary focus areas of debate vis-à-vis the policy, program, or policy area?
- What are the key recent policy or research developments in this area?

Note that the best place to start for many of these policies is the Green Book:

- Committee on Ways and Means, U.S. House of Representatives. (2016). *2016 Green Book: Background Material and Data on the Programs within the Jurisdiction of the Committee on Ways and Means*. Washington, DC: Author. Available at: <https://greenbook-waysandmeans.house.gov/2016-green-book/>

These summaries should be posted on the Canvas site by noon on the Monday of the week in which they will be discussed. In addition, the student will be responsible for (a) making a brief presentation (10-15 minutes) on the policy, program, or policy area, and (b) leading the class discussion on the policy, program, or policy area. Finally, multiple students will be assigned to each session, it is the students' responsibility to coordinate who will cover which topics in terms of both the summaries and presentations.

Each of the four short assignments will be worth 12.5% of the final grade.

Class participation and presentations. Because much of the learning occurs during class time, students are required to attend every class or to receive approval in advance for not attending. In addition, students are expected to have carefully and critically read all assigned readings, and to be prepared to be active participants in the seminar and discuss all assigned readings each week. Students should notify the instructor in advance of class if they are unable to attend due to illness or emergency. Multiple absences will be counted against participation/presentation points, which constitute 25% of the final grade.

Policy paper. Students will select a policy topic of their own choosing on which to prepare a mid-length policy paper (10-12 pages). The paper should first provide background on the topic by documenting the major trends, issues, debates, and developments in the area (3-5 pages). It should then describe how theoretical or empirical approaches from at least three disciplines or fields of study might be applied to that topic and discuss the implications of such application vis-à-vis shaping the types of questions, analyses, and evidence employed, as well as implications for policy. These policy papers will be presented to the class during the final two weeks of the semester (December 5 and December 12, 2015). The final papers should be posted to Canvas by noon on Wednesday, December 19, 2018. A prospectus of the paper (roughly one page or less) is due in Week 7 (October 17).

VI. Expectations of Students and Instructor

Students are expected to:

- attend each class session, actively participate in the in-class discussions;
- carefully and critically read all required readings before coming to class;
- complete all assignments by the due dates and times (thus you are expected to plan your life so that you can make the required deadlines in the course);
- inform the instructor during the first week of the semester of any special accommodations needed for meeting class expectations (as approved by the McBurney Center);
- be respectful of other class members--a diversity of views and opinions may be articulated during discussions.

The instructors are expected to:

- assure that course objectives are being met;
- be available to students by appointment and to answer questions through email during business hours;
- give reasonable guidance on preparing assignments;
- be open to discussing concerns about the course;
- evaluate and return assignments in a timely manner.

VII. Course Content with readings (Tentative)

Week 1, 9/5: Introductions and course overview: Introductions and course overview: Review of U.S. social policy structure and domains; policy grid for child welfare policies and programs—Lonnie Berger

Required Readings:

- 2016 Green Book. Chapter 11: Child Welfare. Available at: <https://greenbook-waysandmeans.house.gov/2016-green-book/chapter-11-child-welfare>
- Doyle, J.J. Jr., and Aizer, A. (2018). "Economics of Child Protection: Maltreatment, Foster Care, and Intimate Partner Violence." *Annual Review of Economics*, 10: 87-108.
- Berger, Haskins, Ron, Currie, Janet, and Berger Lawrence M. (2015). "Can States Improve Children's Health by Preventing Abuse and Neglect?" *The Future of Children*, Policy Brief, Spring 2015.
- Ringel et al. (2017). *Improving Child Welfare Outcomes: Balancing Investments in Prevention and Treatment*. RAND Corporation. Available at: https://www.rand.org/content/dam/rand/pubs/research_reports/RR1700/RR1775-1/RAND_RR1775-1.pdf.

More for those who want:

- Berger, Lawrence M., and Font, Sarah A. (2015). "The Role of the Family and Family-Centered Programs and Policies." *Future of Children*, 25(1), 155-176.
- Berger, Lawrence M. and Slack, Kristen S. (2013). "Child Protection and Child Wellbeing." Pp. 2965-2992 in Ben-Arieh, Asher, Casas, Ferran, Frones, Ivar, and Korbin, Jill E. (Eds.), *Handbook of Child Well-Being. Theories, Methods and Policies in Global Perspective, Volume 5*. Dordrecht: Springer.
- Berger, Lawrence M., and Waldfogel, Jane. (2011). "Economic Determinants and Consequences of Child Maltreatment." Organization for Economic Cooperation and Development (OECD), OECD Social, Employment and Migration Working Paper No. 111.
- *The Future of Children* (2009), 19(2): Preventing Child Maltreatment. Available at: <https://www.jstor.org/stable/i27795043>.
- U.S. Department of Health & Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau. (2018). *Child maltreatment 2016*. Available at: <https://www.acf.hhs.gov/cb/research-data-technology/statistics-research/child-maltreatment>.
- Waldfogel, Jane and Berger, Lawrence M. (2006). "Child Protection." Pp. 137-138 in T. Fitzpatrick, H. Kwon, N. Manning, J. Midgley, and G. Pascall (eds.). *International Encyclopedia of Social Policy*. New York: Routledge.

Week 2, 9/12: Overview of poverty and social welfare policies and programs in the U.S.—Lonnie Berger

Required Readings:

- Congressional Budget Office. (2018). *The 2018 Long-Term Budget Outlook*. CBO, Available at: <https://www.cbo.gov/publication/53919>.
- 2016 Green Book. Appendix A: Federal Benefits and Services for People with Low Income. Available at: <https://greenbook-waysandmeans.house.gov/2016-green-book/appendix-a-federal-benefits-and-services-for-people-with-low-income>.
- 2016 Green Book. Appendix D: Poverty. Available at: <https://greenbook-waysandmeans.house.gov/2016-green-book/appendix-d-poverty>.
- Moffitt, R. (2015). "The Deserving Poor, the Family, and the U.S. Welfare System." *Demography*, 52, 729-749.
- Hoynes, H.W., & Schanzenbach, D.W. (2018). "Safety Net Investments in Children." Brookings Papers on Economic Activity. BPEA Conference Drafts. Available at: https://www.brookings.edu/wp-content/uploads/2018/03/2_hoynesschanz1.pdf.
- Shaefer, H.L., & Rivera, J. (2018). "Comparing Trends in Poverty and Material Hardship Over the Past Two Decades." Poverty Solutions at the University of Michigan, Working Paper Series #5-17.
- Council of Economic Advisers (2018). *Expanding Work Requirements in Non-Cash Welfare Programs*. Available at: <https://www.whitehouse.gov/wp-content/uploads/2018/07/Expanding-Work-Requirements-in-Non-Cash-Welfare-Programs.pdf>.
- Hahn, H., et al., (2017). *Work Requirements in Social Safety Net Programs*. Urban Institute. Available at: <https://www.urban.org/sites/default/files/publication/95566/work-requirements-in-social-safety-net-programs.pdf>.
- Haveman, R., Blank, R., Moffitt, R., Smeeding, T., & Wallace, G. (2015). "The War on Poverty: Measurement, Trends, and Policy." *Journal of Policy Analysis and Management*, 34, 593-638.

More for those who want:

- AEI/Brookings Working Group on Poverty and Opportunity. (2015). *Opportunity, Responsibility, and Security: A Consensus Plan for Reducing Poverty and Restoring the American Dream*. Available at: <https://www.brookings.edu/wp-content/uploads/2016/07/Full-Report.pdf>.
- Bertram, E. (2013). *Net Gains and Losses: A Modern Labor Market and a New Deal Welfare State*. Third Way Report.
- Bitler, M.P., & Karoly, L.A. (2015). "Intended and Unintended Effects of the War on Poverty: What Research Tells Us and Implications for Policy." *Journal of Policy Analysis and Management*, 34, 639-696.
- Casselman, B. (2015). "The Tax Deductions Economists Hate." FiveThirtyEight. Available at: <https://fivethirtyeight.com/features/the-tax-deductions-economists-hate/>.
- Fox, L., Garfinkel, I., Kaushal, N., Waldfogel, J., & Wimer, C. (2015). "Waging War on Poverty: Poverty Trends Using a Historical Supplemental Poverty Measure." *Journal of Policy Analysis and Management*, 34, 567-592.
- Hardy, Brad, Timothy Smeeding and James Ziliak. (2018). "The Changing Safety Net for Low Income Parents and Their Children: Structural or Cyclical Changes in Income Support Policy?" *Demography*, 55:189-221.
- Haskins, R. (2018). "Using Government Programs to Encourage Employment, Increase Earnings, and Grow the Economy." *Mercatus Working Paper*. Mercatus Center, George Mason University. Available at: <https://www.mercatus.org/system/files/haskins-employment-government-mercatus-wp-v1.pdf>.
- Kirkegaard, J.F. (2015). *The True Levels of Government and Social Expenditures in Advanced Economies*. Peterson Institute, Policy Brief 15-4, Washington DC, March. Available at: <https://piie.com/publications/pb/pb15-4.pdf>.
- Moffitt, R. (2016). "Introduction." In *Economics of Means-Tested Transfer Programs in the United States, Volume 1*.

- Wimer, C., Fox, L., Garfinkel, I., Kaushal, N., & Waldfogel, J. (2016). "Progress on Poverty? New Estimates of Historical Trends Using an Anchored Supplemental Poverty Measure." *Demography*, 53, 1207-1218.

Week 3, 9/19: Developmental Perspectives—Katherine Magnuson (Yom Kippur: Lonnie will not be in class)

Required Readings:

- Bryk, Richard L. & Fisher, Phillip A. (2012). "Training the Brain: Practical Applications of Neural Plasticity from the Intersection of Cognitive Neuroscience, Developmental Psychology, and Prevention Science." *American Psychologist*, 67, 87-100.
- Dodge, Kenneth A. (2011). "Context Matters in Child and Family Policy." *Child Development*, 82, 433-442.
- Huston, Aletha. (2008). "From Research to Policy and Back." *Child Development*, 79, 1-12.
- Lerner, Richard M., Agans, Jennifer P., DeSouza, Lisette M., & Gasca, Santiago. (2013). "Describing, Explaining, and Optimizing Within-Individual Change Across the Life Span: A Relational Developmental Systems Perspective." *Review of General Psychology*, 17, 179-183.
- Meany, Michael J. (2010). "Epigenetics and the Biological Definition of Gene X Environment Interaction." *Child Development*, 81, 41-79.

Week 4: 9/26: Cross-National Perspectives—Tim Smeeding (IRP Annual Poverty Research and Policy Forum in DC: Lonnie will not be in class)

Required Readings:

- OECD. 2015. In it together: why less inequality benefits all summary at: <http://www.oecd-ilibrary.org/docserver/download/9789264235120-sum-en.pdf?expires=1441138112&id=id&accname=guest&checksum=5F360943D0E885FAB9417E09B3C06017>; And the Prezi cool summary: at https://prezi.com/zg5kthp-fnf2/oecd-in-it-together-2015-v24june-us-students/?utm_campaign=share&utm_medium=copy.
- Gornick Janet and Branko Milanovic. 2015. Income Inequality in the United States in Cross-National Perspective: Redistribution Revisited. LIS Center Research Brief (1/2015), May 4. Sat. https://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Centers/LIS/LIS-Center-Research-Brief-1-2015.pdf.
- Murin, Fabrice and Marco Mira d'Ercole. 2015. Household wealth inequality across OECD countries ,OECD Statistics Brief No. 21, June 15 at: <http://www.oecd.org/social/household-wealth-inequality-across-OECD-countries-OECD21.pdf>.
- Inequality in Focus: Introduction. 2012. World Bank, April http://siteresources.worldbank.org/EXTPOVERTY/Resources/Inequality_in_Focus_April2012.pdf.
- Jolliffe, D., Lanjouw, P., Chen, S., Kraay, A., Meyer, C., Negre, M., Prydz, E., Vakis, R., and Wethli, K. (2014). 'A Measured Approach to Ending Poverty and Boosting Shared Prosperity: Concepts, Data, and the Twin Goals.' Summary only. Available at: <https://openknowledge.worldbank.org/bitstream/handle/10986/20384/9781464803611.pdf>.
- Jantti, Markus. 2009. "Mobility in the United States in Comparative Perspective." Focus 26(2). Available at <http://www.irp.wisc.edu/publications/focus/pdfs/foc262g.pdf>.
- Kirkegaard, Jacob F. 2015. The True Levels of Government and Social Expenditures in Advanced Economies, Peterson Institute, Policy Brief 15-4, Washington DC, March. <http://www.piie.com/publications/pb/pb15-4.pdf>.
- Garfinkel, Irv and Timothy Smeeding. 2015. "Welfare State Myths and Measurement", *Capitalism and Society*, 8(1), in press.

- Smeeding, Timothy and Céline Thévenot. 2015. "International experiences in addressing child poverty—USA and other nations" Manuscript.

More for those who want:

- Smeeding, Timothy M., and Jane Waldfogel. 2010. "Fighting Poverty: Attentive Policy Can Make a Huge Difference." *Journal of Policy Analysis and Management* 29(2): 401-407.
- The PEW Charitable Trusts Economic Mobility Project. 2011. *Does America Promote Mobility as Well as Other Nations?* Washington, DC: The PEW Charitable Trusts.

Week 5, 10/3: Cash transfer programs for the elderly and disabled: OASDI and SSI

Required Readings:

- 2016 Green Book. Chapter 1: Social Security. Available at: <https://greenbook-waysandmeans.house.gov/2016-green-book/chapter-1-social-security>.
- 2016 Green Book. Chapter 3: Supplemental Security Income. Available at: <https://greenbook-waysandmeans.house.gov/2016-green-book/chapter-3-supplemental-security-income>.
- Congressional Budget Office. (2018). *The 2018 Long-Term Budget Outlook*. Read sections relevant to Social Security.
- Duggan, M., Kearney, M.S., and Rennane, S. (2016). "The Supplemental Security Income Program." In *Economics of Means-Tested Transfer Programs in the United States, Volume 2*.
- National Academy of Social Insurance. (2018). *Social Security: Benefits, Finances, and Policy Options. A Primer*. Author. Available at: <https://www.nasi.org/socialsecurityprimer>.
- Romig, K. (2018). "What the 2018 Trustees' Report Shows About Social Security." Center on Budget and Policy Priorities. Available at: <https://www.cbpp.org/sites/default/files/atoms/files/6-29-18ss.pdf>.
- Autor, David H., and Mark Duggan. 2010. "Supporting Work: A Proposal For Modernizing the U.S. Disability Insurance System." The Hamilton Project. December 2010.
- Lind, M., Hill, S., Hiltonsmith, R., and Freedman, J. (2013). "Expanded Social Security: A Plan to Increase Retirement Security for All Americans." New America Foundation, Next Social Contract Initiative and Economic Growth Program. Available at: <https://www.demos.org/publication/expanded-social-security-plan-increase-retirement-security-all-americans>.
- Biggs, A.G. (2015). "Social Security Reform: A Conservative Plan." *National Review*. November 4, 2015. Available at: <https://www.nationalreview.com/2015/11/conservative-social-security-reform/>.
- AARP. (2015). Updating Social Security for the 21st Century: 12 Proposals You Should Know About." Available at: <https://www.aarp.org/work/social-security/info-05-2012/future-of-social-security-proposals.html>.
- Liebman, J.B., and Smalligan, J.A. (2013). "An Evidence-Based Path to Disability Insurance Reform." Brookings Institution, The Hamilton Project. Available at: <https://www.brookings.edu/research/an-evidence-based-path-to-disability-insurance-reform/>.

More for those who want:

- Couch, Kenneth A., Ed. (2012). "Point/Counterpoint: The Social Security Disability Insurance System: Time for Reform?" *Journal of Policy Analysis and Management*, 31, 453-474. Pieces by Burkhauser and Daly, Reno and Ekman.
- CBO: Social Security Policy Options, 2015 at <https://www.cbo.gov/sites/default/files/114th-congress-2015-2016/reports/51011-SSOptions.pdf>
- CBO. 2012. *Policy Options for the Social Security Disability Insurance Program* at <http://www.cbo.gov/publication/43421>

- Herd, P., Favreault, M., Meyer, M.H., and Smeeding, T.M. (2018). "A Targeted Minimum Benefit Plan: A New Proposal to Reduce Poverty Among Older Social Security Recipients." *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 4(2), 74-90.

Week 6, 10/10: Economic Perspectives—John Mullahy

Required Readings:

- Becker, Gary S. (1993). "Nobel Lecture: The Economic Way of Looking at Behavior." *The Journal of Political Economy*, 101(3), 385-409. (read sections 1,3,4,6; skim remainder)
- Heckman, James J. (2015). "Introduction to a theory of the allocation of time by Gary Becker." *The Economic Journal*, 125, 403-409. (skim)
- Leibowitz, Arleen A. (2004). "The demand for health and health concerns after 30 years." *Journal of Health Economics* 23, 663–671.
- Cawley, John. (2004). "An Economic Framework for Understanding Physical Activity and Eating Behaviors." *American Journal of Preventive Medicine*, 27, 117-125. (skim)
- Manski, Charles F. (2011). "Policy Analysis with Incredible Certitude." *The Economic Journal*, 121, F261–F289. (read intro & sections 1,2,3,5,6,8,9; skim sections 4,7)
- Rice, Thomas. (2013). "The Behavioral Economics of Health and Health Care." *Annual Review of Public Health*, 34, 431-447. (read pp. 431-439)

Week 7, 10/17: Health Care Policies and Programs

Required Readings:

- 2016 Green Book. Chapter 2: Medicare. Available at: <https://greenbook-waysandmeans.house.gov/2016-green-book/chapter-2-medicare>.
- Medicaid (<https://www.medicaid.gov/medicaid/>), S-CHIP (<https://www.medicaid.gov/CHIP/>), Patient Protection and Affordable Care Act (Kaiser Family Foundation (2013). *Summary of the Affordable Care Act*): Discussion leaders to read, everyone else to skim
- Van De Water, Paul N. (2018). "Medicare Is Not 'Bankrupt'." Center on Budget and Policy Priorities. Available at: <https://www.cbpp.org/research/health/medicare-is-not-bankrupt>.
- Haveman, R., & Wolfe, B. (2010). "US Health Care Reform: A Primer and an Assessment." *CESifo DICE Report* 8 (3), 2010, 53-60.
- Kaestner, R. et al. (2017). "Effects of ACA Medicaid Expansions on Health Insurance Coverage and Labor Supply." *Journal of Policy Analysis and Management*, 36, 608-642.
- Altman D, Frist WH. 2015. Medicare and Medicaid at 50 Years: Perspectives of Beneficiaries, Health Care Professionals and Institutions, and Policy Makers. *JAMA*. 2015; 314(4):384-395. doi:10.1001/jama.2015.7811.
- National Academies of Science (2013). "U.S. Health in International Perspective: Shorter Lives, Poorer Health." Report brief, at http://iom.edu/~media/Files/Report%20Files/2013/US-Health-International-Perspective/USHealth_Intl_PerspectiveRB.pdf.
- Cutler, David M. (2010). "The Simple Economics of Health Reform." *The Economists' Voice*.
- Joyce, T., Ed. (2018). "Point/Counterpoint: Health Insurance Reform in the USA—What, How, and Why?" *Journal of Policy Analysis and Management*, 37, 181-201. Pieces by Goldman and Hagopian, and Gaffney.

More for those who want:

- Blumberg, L. 2012. *The Affordable Care Act: What does it do for low-income families?* IRP Fast Focus No. 15-2012 at <http://www.irp.wisc.edu/publications/fastfocus/pdfs/FF15-2012.pdf>

- Kaiser Family Foundation (2010). *Focus on Health Reform: Medicaid and Children's Health Insurance Program Provisions in the New Health Reform Law*.
- Blumberg, Linda J. (2012). "The Affordable Care Act: What Does It Do for Low-Income Families?" *IRP Fast Focus*, No 15-2012.
- Kaiser Family Foundation. (2012). Focus on Health Reform: A Guide to the Supreme Court's Affordable Care Act Decision. Available at: <https://kaiserfamilyfoundation.files.wordpress.com/2013/01/8332.pdf>.
- Kaiser Family Foundation. (2012). Focus on Health Reform: A Guide to the Supreme Court's Decision on Medicaid Expansion. Available at: <https://kaiserfamilyfoundation.files.wordpress.com/2013/01/8347.pdf>.
- Serakos, M., and Wolfe, B. (2016). "The ACA: Individual Gains in Health, Access, and Employment." *Forum Health Econ Policy*, 19(2): 201–259.
- Gawande, A. (2017). "Is Health Care A Right." *The New Yorker*, October 2, 2017.
- Gawande, A. (2015). "Overkill." *The New Yorker*, May 11, 2015.
- Witgert, Katharine. 2017. "Why Medicaid Is The Platform Best Suited For Addressing Both Health Care And Social Needs" *Health Affair Blog* , September at <http://www.healthaffairs.org/doi/10.1377/hblog20170907.061853/full/>
- Paradise, Julia. 2014. "The Impact of the Children's Health Insurance Program (CHIP): What Does the Research Tell Us?" Kaiser Family Foundation at <https://kaiserfamilyfoundation.files.wordpress.com/2014/07/8615-the-impact-of-the-children-s-health-insurance-program-chip-what-does-the-research-tell-us.pdf>.
- Bitler, Marianne and Ann Stevens. 2017. "Medicaid and Block Grants: Lessons from Temporary Assistance to Needy Families" *EconoFact* · February 24 <http://econofact.org/medicaid-and-block-grants-lessons-from-temporary-assistance-to-needy-families>.
- East, Chloe, Sarah Miller, Marianne Page, Laura R. Wherry. 2017. Multi-generational Impacts of Childhood Access to the Safety Net: Early Life Exposure to Medicaid and the Next Generation's Health http://papers.nber.org/papers/w23810?utm_campaign=ntw&utm_medium=email&utm_source=ntw
- Bernard, Didem, Thomas Selden, Yuriy Pylypchuk . 2017. "The Distribution of Public Spending for Health Care in the United States on the Eve of Health Reform" NBER WP #23150, <http://papers.nber.org/papers/w23150>
- Victor J. Dzau, et. Al. , 2017. "Vital Directions for Health and Health Care: Priorities From a National Academy of Medicine Initiative" *JAMA*. 2017;317(14):1461-1470. doi:10.1001/jama.2017.1964
- Kliff, Sarah. 2017 "The problem is the prices" *Vox*, October 16 at <https://www.vox.com/policy-and-politics/2017/10/16/16357790/health-care-prices-problem>.
- Obama, B. 2016. "United States Health Care Reform: Progress to Date and Next Steps" *JAMA*, July 16 at doi:10.1001/jama.2016.9797, plus lots of other commentary.
- Sommers, Benjamin ; Robert J. Blendon, John Orav and Arnold M. Epstein. 2016. "Changes in Utilization and Health Among Low-Income Adults After Medicaid Expansion or Expanded Private Insurance." *JAMA, Internal Medicine*. http://jama.jamanetwork.com/article.aspx?doi=10.1001/jamainternmed.2016.4419&utm_campaign=articlePDF%26utm_medium=articlePDFlink%26utm_source=articlePDF%26utm_content=jamainternmed.2016.4419.
- Simon, Kosali. 2016. "Early Impacts of the Affordable Care Act", NBER Reporter 2016 Number 1: Research Summary, at <http://www.nber.org/reporter/2016number1/simon.html> (short summary)

Final paper prospectus due

Week 8, 10/24: EITC, SNAP, and UI

Required Readings:

- 2016 Green Book. Chapter 4: Unemployment Insurance. Available at: <https://greenbook-waysandmeans.house.gov/2016-green-book/chapter-4-unemployment-insurance>.
- Nichols, A., & Rothstein, J. (2016). "The Earned Income Tax Credit (EITC)." In *Economics of Means-Tested Transfer Programs in the United States, Volume 1*.
- Hoynes, H., and Schanzenbach, D.W. (2016). "US Food and Nutrition Programs." In *Economics of Means-Tested Transfer Programs in the United States, Volume 1*. Sections on SNAP.
- Ziliak, J. (2016). "Why Are So Many Americans on SNAP? The Role of the Economy, Policy, and Demographics." In Bartfeld, J., Gundersen, C., Smeeding, T.M., and Ziliak, J.P. *SNAP Matters: How Food Stamps Affect Health and Well-Being*. Stanford, CA: Stanford University Press.
- Rothstein, J. & Valletta, R.G. (2017). "Scraping By: Income and Program Participation after the Loss of Extended Unemployment Benefits." *Journal of Policy Analysis and Management*, 36(4): 880- 908.
- Romich, J., and Hill, H.D. (2018). "Coupling a Federal Minimum Wage Hike with Public Investments to Make Work Pay and Reduce Poverty." *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 4(3), 22-42.

More for those who want:

- Center on Budget and Policy Priorities. (2018). "Policy Basics: The Earned Income Tax Credit." Available at: <https://www.cbpp.org/research/federal-tax/policy-basics-the-earned-income-tax-credit>.
- Center on Budget and Policy Priorities. (2018). "Policy Basics: State Earned Income Tax Credits." Available at: <https://www.cbpp.org/research/state-budget-and-tax/policy-basics-state-earned-income-tax-credits>.
- Marr, C. et al. (2015). "Earned Income Tax Credit Promotes Work, Encourages Children's Success at School, Research Finds." Center on Budget and Policy Priorities. Available at: <https://www.cbpp.org/research/federal-tax/eitc-and-child-tax-credit-promote-work-reduce-poverty-and-support-childrens>.
- Center on Budget and Policy Priorities. (2018). "The Supplemental Nutrition Assistance Program (SNAP)." Available at: <https://www.cbpp.org/sites/default/files/atoms/files/policybasics-foodstamps.pdf>.
- Mincy, Ronald B., Klempin, Serena, & Schmidt, Heather. (2011). "Income Support Policies for Low-Income Men and Noncustodial Fathers: Tax and Transfer Programs." *The Annals of the American Academy of Political and Social Science*, 635, 240-261.
- Wheaton, Laura, & Sorensen, Elaine. (2010). "Extending the EITC to Noncustodial Parents: Potential Impacts and Design Considerations." *Journal of Policy Analysis and Management*, 29, 749-768.
- Hoynes, H.W., & Patel, A.J. (2015). "Effective Policy for Reducing Inequality? The Earned Income Tax Credit and the Distribution of Income." NBER Working Paper 21340.
- West, R., Boteach, M., & Vallas, R. (2015). "Harnessing the Child Tax Credit as a Tool to Invest in the Next Generation." Center for American Progress.
- Gundersen, C., Kreider, B., and Pepper, J.V. (2018). "Reconstructing the Supplemental Nutrition Assistance Program to More Effectively Alleviate Food Insecurity in the United States." *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 4(2), 113-130.
- Halpern-Meehin, S., Greene, S.S., Levin, E., and Edin, K. (2018). "The Rainy Day Earned Income Tax Credit: A Reform to Boost Financial Security by Helping Low-Wage Workers Build Emergency Savings." *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 4(2), 161-176.

Week 9, 10/31: Cost-Benefit Analysis—David Weimer

Required Readings:

- Vining, A, and Weimer, D.L., (2010). "An Assessment of Important Issues Concerning the Application of Benefit-Cost Analysis to Social Policy." *Journal of Benefit-Cost Analysis*, 1(6), 1-38.
- Case Study: Shadow Pricing a High School Diploma.
- Read the benefit cost analysis of at least one program of interest from the Washington State Institute for Public Policy (<http://www.wsipp.wa.gov/BenefitCost>) and be prepared to discuss how WSIPP estimated costs and benefits.

Week 10, 11/7: TANF, Child Support Enforcement, and Employment and Training Programs

Required Readings:

- 2016 Green Book. Chapter 7: TANF. Available at: <https://greenbook-waysandmeans.house.gov/2016-green-book/chapter-7-temporary-assistance-for-needy-families>.
- 2016 Green Book. Chapter 8: Child Support Enforcement. Available at: <https://greenbook-waysandmeans.house.gov/2016-green-book/chapter-8-child-support-enforcement>.
- Ziliak, J. (2016). "Temporary Assistance for Needy Families." In *Economics of Means-Tested Transfer Programs in the United States, Volume 1*.
- Barnow, B.S., and Smith, J. (2016). "Employment and Training Programs." In *Economics of Means-Tested Transfer Programs in the United States, Volume 2*.
- Cancian, M., & Meyer, D.R. (2018). "Reforming Policy for Single-Parent Families to Reduce Child Poverty." *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 4(2), 91-112.
- Shafer, H.L. et al. (2018). "A Universal Child Allowance: A Plan to Reduce Poverty and Income Instability Among Children in the United States." *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 4(2), 22-42. OR Bitler, M.P., Hines, A.L., and Page, M.P. (2018). "Cash for Kids." *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 4(2), 43-73.
- Meyer, D.R., & Carlson, M.J. (2014). "Family Complexity: Implications for Policy and Research." *The ANNALS of the American Academy of Political and Social Science*, 654, 259-276.
- Berger, Lawrence M. (2017). "A New Safety Net for 21st Century Families." *Pathways*, Spring 2017: 21-26.
- Paul, M., Darity, W. Jr., Hamilton, D., and Zaw, K., (2018). "A Path to Ending Poverty by Way of Ending Unemployment: A Federal Job Guarantee." *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 4(3), 44-63.
- Dutta-Gupta, I., Grant, K., Kerksick, J., Bloom, D., and Chaudry, A. (2018). "Working to Reduce Poverty: A National Subsidized Employment Proposal." *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 4(3), 64-83.

More for those who want:

- Blank, Rebecca. (2002). "Evaluating Welfare Reform in the United States." *Journal of Economic Literature*, 40, 1105-1166.
- Cancian, Maria, Meyer, Daniel R., & Ha, Eunhee. (2011). "Child Support: Responsible Fatherhood and the Quid Pro Quo." *The Annals of the American Academy of Political and Social Science*, 635, 140-162.
- Cherlin, A.J., & Seltzer, J.A. (2014). "Family Complexity and the Fraying of the Family Safety Net." *The ANNALS of the American Academy of Political and Social Science*, 654, 231-239.
- Meyer, Daniel R., Cancian, Maria, & Cook, Steven T. (2005). "Multiple-Partner Fertility: Incidence and Implications for Child Support Policy." *Social Service Review*, 79, 577-601.
- Pavetti, LaDonna, Trisi, Danilo, & Schott, Liz. (2011). "TANF Responded Unevenly to Increase in Need During Downturn." Center on Budget and Policy Priorities. January 25, 2011.

Week 11, 11/14: Demographic/Sociological Perspectives—Marcy Carlson

Required Readings:

- Carlson, Marcia J., VanOrman, Alicia G., & Pilkauska, Natasha V. (2013). "Examining the Antecedents of U.S. Nonmarital Fatherhood." *Demography*, 50, 1421-1447.
- Cherlin, Andrew J. (2010). "Demographic Trends in the United States: A Review of Research in the 2000s." *Journal of Marriage and Family*, 72, 403-419.
- McLanahan, Sara, Tach, Laura, & Schneider, Daniel. (2013). "The Causal Effects of Father Absence." *Annual Review of Sociology*, 39, 399-427.
- Thomson, Elizabeth, Lappegard, Trude, Carlson, Marcia, Evans, Ann, & Gray, Edith. (2013). "Childbearing across Partnerships in Australia, the United States, Norway, and Sweden." Manuscript, Stockholm University.

Week 12, 11/21: Housing assistance, WIC, school meals programs

Required Readings:

- Hoynes, H., and Schanzenbach, D.W. (2016). "US Food and Nutrition Programs." In *Economics of Means-Tested Transfer Programs in the United States, Volume 1*. Sections other than SNAP.
- Collinson, R., Ellen, I.G., and Ludwig, J. (2016). "Low-Income Housing Policy." In *Economics of Means-Tested Transfer Programs in the United States, Volume 2*.
- Coleman, Silvie, Nichols-Barrer, Ira P., Redline, Julie E., Devaney, Bargara L., Ansell, Sara V., & Joyce, Ted. (2012). *Effects of the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC): A Review of Recent Research*. USDA Special Nutrition Programs Report Number WIC-12-WM.
- Quigley, John M. (2007). "Just Suppose: Housing Subsidies for Low-Income Renters." Paper prepared for Joint Center for Housing Studies, Harvard University, Revisiting Rental Housing: A National Policy Summit.
- Kimberlin, S., Tach, L., and Wimer, C. (2018). "A Renter's Tax Credit to Curtail the Affordable Housing Crisis." *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 4(2), 131-160.
- Hinrichs, Peter (2010). The Effects of the National School Lunch Program on Education and Health. *Journal of Policy Analysis and Management*, 29, 479-505.

Week 13, 11/28: Family leave and early childhood care and education

Required Readings:

- 2016 Green Book. Chapter 9: Child Care. Available at: <https://greenbook-waysandmeans.house.gov/2016-green-book/chapter-9-child-care>.
- 2016 Green Book. Chapter 10: Social Services Block Grant. Available at: <https://greenbook-waysandmeans.house.gov/2016-green-book/chapter-10-social-services-block-grant>.
- Advisory Committee on Head Start Research and Evaluation Final Report, August 2012 (http://www.acf.hhs.gov/sites/default/files/opre/eval_final.pdf), see also program facts (<http://eclkc.ohs.acf.hhs.gov/hslc/mr/factsheets/docs/hs-program-fact-sheet-2012.pdf>)
- ACF website section on "about Early Head Start" (<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/about.html>).
- Elango, S., Garcia, J.L., Heckman, J., and Hojman, A. (2016). "Early Childhood Education." In *Economics of Means-Tested Transfer Programs in the United States, Volume 2*.
- Advisory Committee on Head Start Research and Evaluation Final Report, August 2012. Chapter 2: Understanding the Impacts of Head Start and EHS.

- Duncan, Greg J. & Sojourner, A. J. (2012). "Can Intensive Early Childhood Intervention Program Eliminate Income-Based Cognitive and Achievement Gaps?" IZA Discussion Paper No. 7087. Available at: <http://ftp.iza.org/dp7087.pdf>.
- AEI/Brookings Working Group on Paid Family Leave. (2017). *Paid Family and Medical Leave: An Issue Whose Time Has Come*. Available at: <http://www.aei.org/wp-content/uploads/2017/06/Paid-Family-and-Medical-Leave-An-Issue-Whose-Time-Has-Come.pdf>.

More for those who want:

- Berger, Lawrence M., Hill, Jennifer, & Waldfogel, Jane. (2005). "Maternity Leave, Early Maternal Employment, and Child Health and Development in the U.S." *The Economic Journal*, 115: F29-F47.
- Knudsen, Eric I., Heckman, James J., Cameron, Judy L., & Shonkoff, Jack P. (2006). "Economic Neurobiological, and Behavioral Perspectives on Building America's Future Workforce." *Proceedings of the National Academy of Sciences*, 103, 10155-10162.
- Rossin-Slater, Maya, Ruhm, Christopher J., & Waldfogel, Jane. (2013). "The Effects of California's Paid Family Leave Program on Mothers' Leave-Taking and Subsequent Labor Market Outcomes." *Journal of Policy Analysis and Management*, 32, 224–245.

Week 14, 12/5: Student Policy Paper Presentations

Required Readings:

- Draft papers

Week 15, 12/12: Student Policy Paper Presentations

Required Readings:

- Draft papers

FINAL PAPER DUE DECEMBER 19, 5:00 PM

VIII. RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's [Rules, Rights and Responsibilities](#)

IX. ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

X. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life.

Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

XI. DIVERSITY & INCLUSION

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." <https://diversity.wisc.edu/>