

Race, Gender and the American Welfare State

POL 222

Spring 2007

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Contact Information

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Office Hours

Monday: 11:00 – 11:50

Tuesday: 12:00 – 12:50

Thursday: 10:00 – 10:50 or by
appointment.

I. Course Purpose and Objectives

This course examines the role of American political institutions in shaping welfare policy. Specifically, it focuses on the relationship between ideology, structure, and the policy-making process. Throughout the semester the class will consider the effects of race, class, and gender on the development of welfare policy over time. Looking at four specific time periods we will study how the American state constructs political meanings and relative positions of power associated with race, class, gender and citizenship, through social policies such as Social Security and AFDC. Attention will be given to historical developments in welfare policy such as the development of mothers' pensions and their relationship to contemporary welfare policies such as AFDC/TANF.

II. Policies and Procedures

Attendance Policy: Since this class meets MWF, time is of the essence, thus excessive tardiness will also have an adverse effect on your participation grade! Although this is technically a lecture class, the quality still heavily depends on you. Therefore, it is important that you attend all scheduled classes. Remember to notify me in advance of any anticipated absences (due to sports, observance of religious holidays, or a College related activity). **Please make note of the following:**

- More than 3 unexcused absences during the course of the semester will result in an "F" for participation. (In the interest of clarification, absences that are not "officially" sanctioned by the College or those that are not cleared with me in advance will be considered unexcused).
- 2 or more absences (for any reason other than those officially cleared by the College) may result in a reduction of one grade point in your overall participation grade.

Religious Holidays

Please inform me in advance if you will miss a class, will not be able to submit a paper, or take a scheduled exam due to an official religious holiday so that we can make the necessary arrangements.

Students with Special Needs

I encourage students with documented disabilities, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, attention deficit/hyperactive disorder, psychiatric disabilities to discuss with me, after class or during my office hours. You will also need to provide documentation of your disability to the Associate Dean and Director of Academic Advising, Joyce Stern, (x3702).

Statement on Academic Honesty

Before beginning work on your papers or take-home exams, I recommend that you visit the page on citation posted by the Writing Lab. The link to that site is <http://www.grinnell.edu/academic/writinglab/ethicaluse/>. If you have any questions or uncertainties about my expectations, please ask me directly.

Note: I abide by the College's stated policy on academic honesty and will submit all suspected cases of academic dishonesty directly to the Committee on Academic Standing.

III. A Word About Participation

Active participation is an important component of your grade. In addition to your composite grade, your participation will play an integral role in the quality of your classroom experience. To that end, you should come to class prepared to discuss the readings to the best of your ability. This not only includes what you understand, but what you do not as well. Active participation does not mean that you have to say a lot. Quality of participation is more important than quantity. In addition to spontaneous classroom discussion opportunities for participation also include: Admit/exit discussion slips and discussion "dyads."

IV. Grading

Your grade in the class is based on a standard percentage system. **Note:** the due dates for assignments are **firm**. I will subtract 3 points for each day an assignment is late.

<i>Assignment</i>	<i>Due Date</i>	<i>Point Value</i>
Participation	On-going	10%
Midterm	March 5	25%
Quadagno Chapter Review/Presentation	On-going	5%
Presentation/Report	April 23 – May 9	20%
Quiz	May 11	15%
Analytical Essay	April 20	25%

V. Required Materials

- Diana M. DiNitto (2007) *Social Welfare: Politics and Public Policy*, sixth edition.
- Jill Quadagno (1994) *The Color of Welfare: How Racism Undermined the War on Poverty*.
- Additional are underlined and will appear on Blackboard, or are on electronic reserve at the library.

VI. Additional Reading

Many of the examples that I will use during lectures are drawn from current events. Therefore I suggest that you remain as up-to-date as possible with respect to both domestic and world politics. You can do this a number of ways: by availing yourself of the resources at Burling Library, listening to reputable news such as National Public Radio's *All Things Considered* or you can subscribe to a newsmagazine or newspaper either online or in print (both The New York Times and Washington Post offer online subscriptions for free).

You might also try the following:

- The BBC Online: <http://www.bbc.co.uk/>
- The New Republic Online: <http://www.tnr.com/>
- The New Yorker: <http://www.newyorker.com/>

Calendar: subject to change to accommodate guest presenters and student needs.

Part I. Defining the Issue, Ideas, Concepts and Institutions

Week 1: Introduction and Overview

- 1/22 Introductions (no reading).
- 1/24 DiNitto: Chapter 1 (pp1-10, 13-19)
- 1/26 DiNitto: pp26-32, handout

Week 2: What is Welfare?

- 1/29 DiNitto, pp45-74
- 1/31 DiNitto, pp80-102
- 2/2 DiNitto, pp293-312

Week 3: Is the American Welfare State Exceptional?

- 2/5 Quadagno “The Color of Welfare,” Introduction & Chapter 9
- 2/7 Noble, Chapter One
- 2/9 DiNitto, Chapter 5 “Federalism and Social Welfare”

Week 4: Intersections I. Race, Gender and Class

- 2/12 Williams and Peterson, “*The Color of Memory: Interpreting Twentieth-Century U.S. Social Policy from a Nineteenth-Century Perspective.*”
- 2/14 Suzanne Mettler, *Dividing Social Citizenship By Gender*
- 2/16 Noble, Chapter Two

Part II. The New Deal

Week 5: Origins, Ideology and Institutions

- 2/19 DiNitto pp36-41, pp204-207
- 2/21 Gwendolyn Mink, “Wage Earning or Motherhood”
- 2/23 Conclude “Origins, Ideology and Institutions.” DiNitto: pp42-43

Week 6: 1935 Social Security Act

- 2/26 Quadagno: Chapter 1 “Unfinished Democracy,” Linda Gordon *Black and White Visions of Welfare: Women’s Welfare Activism, 1890-1945*
- 2/28 DiNitto: Chapter 4, pp124-142
- 3/2 DiNitto: Chapter 4, pp145-156, Chapter 5, pp161-173

Part III. The Great Society

Week 7: The War on Poverty

- 3/5 No Class, **Midterm** due by **5:00pm** in my mailbox **115 Carnegie**.
- 3/7 DiNitto: Chapter 9, pp349-366. Quadagno: Chapter 2
- 3/9 DiNitto: Chapter 9, pp366-380. Quadagno: Chapter 3

Week 8: Aid To Dependent Children (AFDC)

- 3/12 DiNitto: Chapter 3, pp102-119. Quadagno: Chapter 4
- 3/14 DiNitto: Chapter 6, pp217-234
- 3/16 Quadagno: Chapter 5
Instructions and questions for analytical essays distributed in class.

Spring Break March 17 - April 1

Week 9: Intersections II. Race, Gender, Class

- 4/2 Quadagno: Chapter 11
- 4/4 DiNitto: Chapter 11 & pp247-248
- 4/6 Suzanne Mettler “*State’s Right’s and Women’s Obligations*”

Week 10: The Dependency Debate

4/9 Quadagno: Chapter 8

4/11 DiNitto: Chapter 6, pp234-246, reread pp161-166.

4/13 Ruth Sidel *"The Enemy Within: The Demonization of Poor Women"*

Week 11: Targeted versus Universal Programming

4/16 Quadagno: Chapter 7

4/18 *Movie "Take It From Me"*

4/20 *Movie "Take It From Me"*

Analytical essays due at the beginning of class April 20.

Week 12: Presentations

4/23

4/25

4/27

Week 13: Presentations

4/30

5/2

5/4

Week 14: Presentations & Wrap-Up

5/7

5/9

5/11 In-Class "quiz"