

SOAN 170— INVESTIGATING (IN)EQUALITY: COMPARATIVE WELFARE STATES

Winter 2020

Monday, Wednesday, Friday, 4A Schedule

MW 12:30-1:40pm; F 1:10-2:10pm

Leighton Hall, Room 402

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Office Hours: MW 3:00-4:30pm; Tu 1:30-2:30pm; and by appointment

COURSE DESCRIPTION

Social inequality is an issue that all nations confront. In response, nations throughout the world have developed policies for dealing with inequalities (such as those based on race, class, and gender) by forming what scholars call “welfare states.” Sociologists use the phrase “welfare state” to refer to the role the government plays in protecting and promoting citizens’ well-being. Is health care coverage a right of citizenship, or a commodity purchased in the marketplace? Where does the responsibility of caring for children and the elderly lie? Nations around the world answer these and similar policy questions quite differently, resulting in wide-ranging consequences. By comparing the U.S. welfare state with that of other advanced industrialized capitalist democracies, we will examine the socio-cultural mechanisms that shape equality/inequality and investigate the impact of the welfare state on both social institutions and people’s life chances.

COURSE GOALS

The Department of Sociology and Anthropology has specified six student learning outcomes (SLOs) that we want students to acquire. In this course, we will focus on the following three:

- Applying sociological theory to analyze socio-cultural phenomena
 - Articulating the complexity of contemporary socio-cultural phenomena in their many dimensions
 - Drawing upon your understanding of historical and contemporary socio-cultural phenomena to engage the world
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REQUIRED TEXTS

- Kathryn J. Edin & H. Luke Schaefer, *\$2.00 A Day* (ISBN: 9780544811959)
- Arlie Russell Hochschild, *Strangers in Their Own Land* (ISBN: 9781620972250)

Additional required course texts and materials will be posted on Moodle.

COURSE REQUIREMENTS

MEET & GREET: In order for us to get to know each other, you will be required to meet briefly with me within the first two weeks of class. You will sign up for an appointment with me on Moodle. If you absolutely cannot make any of the times listed, it is *your* responsibility to email me so that we can arrange an alternatively scheduled appointment. You do not need to prepare in any way for this meeting; it simply gives us a chance to become acquainted with each other. This informal “meet and greet” session is worth 1% of your final grade.

READINGS: You are expected to complete all assigned readings *before* the class for which they are scheduled. One of the goals of this course is to sharpen our active reading skills. Some of the readings may be difficult to comprehend. You will likely not do well in the course if you read only to “finish” each assignment. Instead, I challenge you to read with the

purpose of “understanding” each document. This may mean that you will read an assigned text, or parts of it, multiple times. As you read, you may find it useful to consider the following questions: (a) What is the author trying to explain? (b) What is her/his/their main argument? (c) What are the strengths and weaknesses of this argument? (d) What points along the way does the author make? (e) What evidence does the author use in his/her/their explanation? (f) Why is this text important? (g) How does this text relate to others you’ve read for this course? How does it relate to material from other courses you’ve taken? (h) How do the abstract ideas the author is illustrating apply to the current social world?

READING RESPONSES (or “Q&Qs”): During the term, you must complete and submit **5** reading responses via Moodle. Any day on which reading is “due” is an opportunity to complete a reading response. At minimum, each of your responses should contain at least one quote from the day’s readings and at least one discussion question. Hence, I sometimes refer to these as “Q&Qs.” In your response, you will thus type at least one meaningful quote from the readings (being sure to cite the author and page number) as well as a written explanation of why you selected that quote. You will additionally include at least one question you would like to pursue in discussion with your classmates and, again, explain why you think that is a worthwhile discussion question for us to consider. In preparing to complete your responses, you might find it helpful as you read to consider the following: (a) What is/are the key point(s) of the reading(s)?; (b) Did the readings spark an “aha” moment?/ What did you find most interesting or surprising?; (c) What did you find most confusing?; (d) How did this reading relate to other texts you’ve read in this course or in other courses? A good response will not only allow you to show your engagement with the reading material, but will also prepare you to contribute to an active class discussion. Your response should go beyond statements such as “I enjoyed reading this” or “This was boring.” You might find it helpful to consider your opinion about the validity/depth of the authors’ arguments; whether the authors’ arguments convinced you and why or why not; the similarities/differences between the assigned readings and other course materials; and/or how your own personal experiences align with or contradict the authors’ statements. Your response should address more than one section of the day’s assigned readings. Responding to only one part of the assigned readings gives your readers the impression that you have failed to fully complete the assigned readings. Although your response can be informal, it should be free from grammar and spelling errors, so be sure to re-read and edit before you submit it. Late responses will *not* be accepted. All reading responses must be posted to Moodle by **11:59am** the day the reading is due. Reading responses will be counted late, and therefore not accepted, if you fail to follow these procedures. Each of your reading responses should be a minimum of 200 words, but you may go well beyond this minimum level should you like/need to do so. I will provide you with informal feedback from time to time on the quality of your responses. [Reading responses will be scored according to the following scale: excellent (+), good (✓), needs improvement (-), missing (0).] Please make an appointment to speak with me if you would like more feedback on your reading responses. In total, your reading responses are worth 10% of your final grade.

ENGAGEMENT: The success of this course depends, in large part, on **YOU!** Each student brings unique experiences and perspectives to class and classes are made better when such experiences and perspectives are shared. Thus, I expect you to attend *all* class sessions. I also expect you to arrive on time, and not leave early. Furthermore, you are expected to come to class prepared to share your thoughts, ask questions, generate ideas, and discuss the assigned readings. If you absolutely must miss a class be sure to contact one of your classmates to get caught up on what you missed. If you miss more than four class sessions during the term, you will forfeit your engagement grade in its entirety. In short, your personal success in this course demands your attendance and engaged participation. The engagement grade in this course reflects a range of productive activity including: participating in discussion, asking questions, contributing to small-group work, and sharing materials relevant to course topics. Your engagement is worth 10% of your final grade.

WELFARE BIOGRAPHY: Your first written assignment in the course will provide you with an opportunity to reflect on your own experience with welfare state policies broadly speaking. You will apply Mills’ notion of the “sociological imagination” by writing a detailed description of the intersection between (macro) social welfare policy and your own (micro) lived experiences. [You will receive a more detailed assignment sheet during the first week and a half of class.] This assignment is worth 9% of your final grade.

GROUP WELFARE STATE PROJECT: There is one required group project in the course. You will work in groups of 4-6 students (depending upon the ultimate total number of students in the course). Your task is to compare the American welfare state to another nation’s welfare system. I will assign each student to a group and nation, but will take preferences into account. I will post the nation options by the third or fourth week of class and will ask for your preferences at that time. I will take your preferences into account, but cannot promise that your preference will be met. As a group you need to decide which set of policies you will focus on, but I am happy to assist you in the process. In addition to your group’s presentation, you will be required to write a short, 3-5 page individual memo noting what you have learned about different

ways in which nations provide social services. Presentations will be given in class during weeks 8 and 9. Memos will be due during week 9. For this assignment, you will receive a grade on the group presentation as well as an individual grade for your memo. Your presentation grade will be based on evaluations made by not only your instructor but also your classmates and groupmates. Your group presentation grade is worth 20% of your final grade. Your individual memo regarding what you have learned by participating in the presentation and listening to other groups' presentations is worth 5% of your grade. Together, this project is worth a total of 25% of your total grade.

INDIVIDUAL WELFARE STATE PROJECT: Your individual project for the course will allow you the freedom to delve deeper into some aspect regarding the welfare state that you find particularly interesting. You will receive more detailed instructions about the assignment near the middle of the term. You will get to choose from a few different options regarding the format this project will take, so stay tuned for the options! (For those of you who prefer not to be surprised, please note that at least one option offered will be to write a synthesis paper in which you analyze sociological research regarding some topic of interest under the broad banner of welfare state scholarship. As part of this option, you will be required to complete a peer review process—to read a paper written by a class colleague and to provide feedback on that paper. I will provide you with guidelines for this review so you have a better idea of how to approach your critique. Should you fail to submit or return a review paper on time, a full letter grade will be deducted from your final grade for the project). Overall, for this assignment, you will receive a grade on the project product itself as well as for a brief presentation of your work. The final project product will be due on Saturday, March 14 at 8:29am, and presentations will be made during our final exam time slot—Saturday, March 14 from 8:30-11:00am. Your final project product is worth 20% of your final grade. Your individual presentation is worth 5% of your final grade. Together, this project is worth a total of 25% of your total grade.

EXAMS: There will be one in-class exam in this course. Exams serve to help you discover any confusion you may have with course material. They also serve to indicate to me how much time and effort you have devoted to your coursework. In short, exams allow you to show off all of your hard work! The in-class midterm exam will consist of short answer and/or essay questions. The midterm exam will take place during our class time on Friday, February 7. This exam is worth 20% of your final grade.

Please note: Missed in-class exams will result in a zero. Make-up exams will *not* be given, except in what I determine to be an extreme, documented circumstance. (Sleeping through an alarm or failing to set an alarm is *not* an extreme circumstance.) If you cannot make an in-class exam, you must contact me *prior* to the exam. Failure to do so will mean that you will not be able to take a make-up exam. Should an emergency come up the day of an in-class exam, you must e-mail me or call and leave a message with Tammi Shintre at 507.222.4108 *before* the exam period. No early exams will be given! Please be sure to plan your travel schedule accordingly.

COURSE GRADING

Meet & Greet	1%	[Complete during first 2 weeks]
Welfare Biography	9%	[Due Tuesday, 1/21 by 4:59pm]
Reading Responses	10%	[Ongoing— Complete 5 during term]
Midterm Exam (in class)	20%	[In Class— Friday, 2/7]
Group Welfare State Presentation	20%	[In Class—Weeks 8 & 9]
Welfare State Presentations Response Memo	5%	[Due in Week 9]
Individual Welfare State Project	20%	[Due Saturday, 3/14 by 8:29am]
Individual Welfare State Presentation	5%	[Saturday, 3/14 from 8:30-11:00am]
Engagement	10%	[Ongoing]

WHAT THE GRADES MEAN

A= Work that goes beyond the requirements of the assignment by adding new insight, creativity, and/or particularly thoughtful analysis. Demonstrates a comprehensive command of the course material, an exceptional ability to apply concepts to the real world, and a superior ability to organize and express ideas.

B= Work that adequately meets the requirements of the assignment. Demonstrates a solid command of the course material, an ability to apply concepts to the real world with only minor problems, and good organization and expression of ideas.

C= Work that partially meets the requirements of the assignment. Demonstrates acceptable command of the course material, a basic ability to apply concepts to the real world with some gaps and problems, and moderate skill in the organization and expression of ideas.

D= Work that marginally meets the requirements of the assignment. Demonstrates little command of the course material, a minimal attempt to apply concepts to the real world, and limited ability to organize and express ideas.

F= Work that does not meet the requirements of the assignment. Demonstrates no command of the course material, unable to appropriately or consistently apply concepts to the real world, and insufficiently organizes and expresses ideas.

ACADEMIC INTEGRITY

If you have not already done so, please familiarize yourself with the Carleton College Academic Integrity Policy: <http://apps.carleton.edu/campus/doc/integrity/>. In line with Carleton's policy, it is assumed that a student is the author of all coursework submitted by that student. Please refer to Carleton's full policy for additional information and/or see me if you have questions.

ACADEMIC SUPPORT SERVICES

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact disability@carleton.edu or call Chris Dallager, Director of Disability Services (507.222.5250) to arrange a confidential discussion regarding equitable access and reasonable accommodations. Please note I will make reasonable accommodations only after I have received official notification.

TECHNOLOGICAL RESOURCES FOR STUDENTS WITH DISABILITIES: The Assistive Technologies program brings together academic and technological resources to complement student classroom and computing needs, particularly in support of students with physical or learning disabilities. Accessibility features include text-to-speech (Kurzweil), speech-to-text (Dragon) software, and audio recording Smartpens. If you would like to know more, contact aztechs@carleton.edu or visit go.carleton.edu/aztech.

COURSE MATERIALS ASSISTANCE: I recognize the potential financial burden of course materials. If you are in need of assistance to cover course expenses, please speak with me.

LIBRARY ASSISTANCE: Ask a librarian for help with your research in this class. You can drop by the library's Research/IT desk to ask any question you have, at any point in your process, or chat with a librarian online 24/7. Librarians help students find and evaluate articles, books, websites, statistics, data, government documents, and more. For more information on hours and librarians, visit the Gould Library website at go.carleton.edu/library.

WRITING ASSISTANCE: The Writing Center, located in 420 4th Libe, has peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the writing center website (<https://apps.carleton.edu/writingcenter/>). You can reserve specific times for conferences in 420 4th Libe by using their online appointment system. Walk-ins are welcome, too, though writers with appointments have priority.

WRITING ASSISTANCE FOR STUDENTS WHOSE FIRST LANGUAGE IS NOT ENGLISH: If you are a second language writer and believe you might benefit from working individually with a writing consultant on a regular basis this term, email Renata Fitzpatrick, Multilingual Writing Coordinator, call her at 507.222.5998, or stop by her office in 420D 4th Libe. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term.

PUBLIC SPEAKING ASSISTANCE: Speech coaching is a student-staffed resource designed to assist you with class presentations, comps talks, and other speech-related events. Your coach can assist you with speech & communication skills including clarity, organization, articulation, projection, body language, eye contact, and effective use of aids (e.g., notes, PowerPoint, Keynote, etc.). Depending on your goals, your coach can also work with you on the content of the presentation: organization, voice, clarity, and, ultimately, persuasive impact. For more information, visit <https://apps.carleton.edu/campus/asc/speakeasy/>.

TIME MANAGEMENT, TEST PREPARATION, & STUDY SKILLS ASSISTANCE: Oscar Alvarez, Academic Skills Coach, is eager to help you develop learning strategies that work in the Carleton context. His goals are to heighten your awareness of your personal strengths and to offer different ways you can approach your academic work so you're more efficient and effective. For details and resources, see <https://apps.carleton.edu/campus/asc/academicsskillsconsulting/>. If you prefer to learn these skills and strategies on your own, visit the "Helpful DIY Resources" page at <https://apps.carleton.edu/campus/asc/academicsskillsconsulting/usefulresources/>.

HEALTH & WELLNESS ASSISTANCE: Carleton College urges you to make yourself—your own health and well-being—your priority throughout this ten-week term and your career here. It is important to recognize stressors you may be facing, which can be personal, emotional, physical, financial, mental, and/or academic. Sleep, exercise, and connecting with others can be strategies to help you flourish at Carleton. If you are having difficulties maintaining your well-being, feel free to contact me and/or pursue other resources, such as Student Health and Counseling (<https://apps.carleton.edu/studenthealth/>) or the Office of Health Promotion (<https://apps.carleton.edu/healthpromotion/>).

COURSE POLICIES

IN-CLASS ETIQUETTE: I would like us all to work together to create an inclusive and respectful classroom. I believe each student brings unique experiences and perspectives to class and classes are made better when such experiences and perspectives are shared. I believe our individual differences enrich and enhance our understanding of one another and of the world around us. I will strive to make this class one that welcomes diversity; I trust you will join me in welcoming the perspectives of people of all nationalities, regions, ethnicities, races, genders, sexes, sexual orientations, religions, ages, abilities, and socioeconomic backgrounds.

USE OF ELECTRONIC DEVICES: Except when I have expressly asked you to use them and/or when we are doing a close reading of a specific text in class, I prefer that all cell phones, laptops, e-readers, pagers, mp3 players, and all other electronic devices are turned off and put away. Browsing the Internet, using social media, texting, and/or answering your phone during class is disrespectful and disruptive. Please refrain from inappropriate use of electronics. If I have to remind you more than once, I may ask you to leave class for the day. Repeated offenses will result in a full letter grade drop for your final grade. Laptops are also distracting. Educational research consistently points to negative associations between student learning and laptop use (Fried 2008, Hembrooke & Gay 2003). If you believe you need to use a laptop (or some other electronic device) during class, please arrange to meet with me privately during the first two weeks of class to discuss this policy.

LATE WORK: Get your assignments completed and submitted on time. In general, I do not accept late work and I do not give makeup exams.

INCOMPLETES: In accordance with college policies, I typically will not grant an incomplete. Students who feel they have faced extreme hardship and are therefore requesting an incomplete must submit that request in writing.

OFFICE HOURS: I am happy to meet with you! If you cannot make my scheduled office hours, please send me an e-mail to schedule an appointment (ebowman@carleton.edu). I expect your written communication to be professional. Do not expect an immediate response to email messages as I typically check email only once or twice each day.

FERPA

You should be aware of your rights regarding the privacy of your educational records. The provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974 prohibit the college from releasing grades or other information about academic standing to parents unless the student has released such information in writing. In line with FERPA restrictions, I cannot publicly post grades by student name, student identification number, or social security number without first receiving your written permission. In general, I will not discuss how students are doing in class with parents or guardians.

MANDATORY REPORTING

One of my responsibilities as a faculty member at Carleton College is to help create a safe learning environment on our campus. It is my goal to create a classroom environment and working relationship in which you feel able to share information related to your life experiences in classroom discussions, written work, and one-on-one meetings. It is also my goal to keep information you share with me private to the greatest extent possible. However, as an employee of the college I am a mandatory reporter, meaning that I cannot keep all information confidential. I am required to report information regarding sexual assault or sexual misconduct. I am also required to report students who may pose a danger to themselves or others. If you want to speak confidentially about these matters, you should speak with a counselor at Student Health and Counseling at 507.222.4080 or with one of the Chaplains at 507.222.4003.

COURSE SCHEDULE

Below is the tentative course schedule. I reserve the right to alter it depending on the pace of the class. Unless instructed otherwise, you are expected to have read the assigned readings *by the beginning of class* on the date listed. Readings other than those from the Edin & Schaefer and Hochschild books will be posted on Moodle.

WEEK 1

- M (01.06) **Introductions**
No Reading
Sign up for Meet & Greet Appointment on Moodle!
- W (01.08) **The Sociological Perspective & What is Welfare?**
Mills, excerpts from *The Sociological Imagination*
Berger, excerpts from *Invitation to Sociology*
Paine, excerpts from *Rights of Man*
- F (01.10) **What is a Welfare State?: The State as Provider**
Esping-Andersen, excerpts from *The Three Worlds of Welfare Capitalism*
Dobratz, Waldner, & Buzzell, “The Welfare State”
Radcliff, “The Political Economy of Human Happiness”

WEEK 2

- M (01.13) **Why are People Unequal?: Sociological Theory 101**
Engels, “Working Class Manchester”
Marx & Engels, “Manifesto of the Communist Party”
Charon, “Why are People Unequal: The Origin and Perpetuation of Social Inequality”
- W (01.15) **Power and the 3 I’s of Political Sociology: More Sociological Theory**
Dobratz, Waldner, & Buzzell, “The State and Theoretical Views on the State”
- F (01.17) **Inequality in Cross-Cultural Context: The US and its Peers**
Wilkinson & Pickett, prologue from *The Inner Level: How More Equal Societies Reduce Stress, Restore Sanity, and Improve Everyone’s Well-Being*
Wilkinson & Pickett, excerpts from *The Spirit Level: Why Greater Equality Makes Societies Stronger*

WEEK 3

- M (01.20) **The State as Stratifier: Poverty, Inequality, and the Welfare State**
Esping-Andersen, “Equal Opportunities and the Welfare State”
Myles, “How to Design a ‘Liberal’ Welfare State: A Comparison of Canada and the US”
Scruggs & Allan, “The Material Consequences of Welfare States: 16 OECD Countries”
- Tu (01.21) **WELFARE BIOGRAPHY DUE! Upload PDF to the Moodle Dropbox by 4:59pm!**
- W (01.22) **The State as Stratifier: Gender, Family, and the Welfare State**
Orloff, “Gender and the Social Rights of Citizenship”
Abramovitz, “A Feminist Theory of the State”
Hook, “Gender Inequality in the Welfare State: Sex Segregation in Housework, 1965-2003”
- F (01.24) **American Exceptionalism & the Welfare State**
Russell, excerpts from *Double Standard: Social Policy in Europe and the United States*
Orum & Dale, “The American State as a Welfare State”
Dobratz, Waldner, & Buzzell, “The American Welfare State”

WEEK 4

- M (01.27) **American Exceptionalism & the Welfare State: Poverty in the USA**
Eden & Schaefer, *\$2.00 A Day*—read Introduction, Chapter 1, & Chapter 5 (pgs. xi- 33; 129-156)
Eden & Schaefer, *\$2.00 A Day*—TBA
- W (01.29) **American Exceptionalism & the Welfare State: Health Care**
Russell, excerpts from *Double Standard: Social Policy in Europe and the United States*
Quadagno, excerpts from *One Nation Uninsured: Why the US Has No National Health Insurance*
- F (01.31) **American Exceptionalism & the Welfare State: Health Care**
Steinmo & Watts, “It’s the Institutions, Stupid! Why National Health Insurance Fails in America”
Maioni, “Parting at the Crossroads: The Development of Health Insurance in Canada and the US”
Olafsdottir, “Fundamental Causes of Health Disparities: Stratification, the Welfare State, and Health in the United States and Iceland”

WEEK 5

M (02.03) **Why do Americans Hate Welfare?**

Stensland, "Cultural Categories and the American Welfare State: The Case of Guaranteed Income Policy"

Gordon, "Who Deserves Help? Who Must Provide?"

W (02.05) **Why else do Americans Hate Welfare?**

Gilens, excerpts from *Why Americans Hate Welfare*

Neubeck & Cazenave, "Welfare Reform as Race Population Control"

Brown, "Racialized Conflict and Policy Spillover Effects: The Role of Race in the Contemporary US Welfare State"

F (02.07) **MIDTERM EXAM (In-Class)**

WEEK 6

M (02.10) **NO CLASS—Midterm Break!**

W (02.12) **Present Day Politics and the US Welfare State**

Hochschild, *Strangers In Their Own Land*—read Preface and Chapters 1-3 (pages ix-54)

F (02.14) **Present Day Politics and the US Welfare State**

Hochschild, *Strangers In Their Own Land*—read Chapters 4 & 5 and Appendices A & B (pages 55-82 & 247-253)

WEEK 7

M (02.17) **Present Day Politics and the US Welfare State**

Hochschild, *Strangers In Their Own Land*—read Chapters 6-8 (pages 83-132)

W (02.19) **Present Day Politics and the US Welfare State**

Hochschild, *Strangers In Their Own Land*—read Chapters 9-12 (pages 135-191)

F (02.21) **Present Day Politics and the US Welfare State**

Hochschild, *Strangers In Their Own Land*—read Chapters 13 & 14 and Appendix C (pages 193-220 & 225-261)

WEEK 8

M (02.24) **Present Day Politics and the US Welfare State**

Hochschild, *Strangers In Their Own Land*—read Chapters 15 & 16 (pages 221-242)

Rich, "Inside the Sacrifice Zone" (Review—New York Review of Books—November 10, 2016)

Lozada, "A Berkeley Sociologist Made Some Tea Party Friends and Wrote a Condescending Book about Them" (Review—Washington Post—September 1, 2016)

W (02.26) **WELFARE STATE GROUP PRESENTATIONS**

F (02.28) **WELFARE STATE GROUP PRESENTATIONS**

WEEK 9

M (03.02) **WELFARE STATE GROUP PRESENTATIONS**

Tu (03.03) **WELFARE STATE MEMO DUE! Upload PDF to the Moodle Dropbox by 4:59pm!**

W (03.04) **Challenges to the Welfare State: Climate Change and Demographics**
Wilkinson & Pickett, "Equality and Sustainability" from *The Spirit Level*
Coleman, "Population Ageing: An Unavoidable Future"
TBA

F (03.06) **Challenges to the Welfare State: Conservative Politics, Globalization, and Transnationalism**
Pierson, "Conservatives and the Welfare State" from *Dismantling the Welfare State? Reagan, Thatcher, and the Politics of Retrenchment*
Wall, "The End of the Welfare State?: Globalization and State Sovereignty"
TBA

WEEK 10

M (03.09) **Welfare States in the Global South?**
Huber & Niedzwiecki, "Emerging Welfare States in Latin America and East Asia" from *The Oxford Handbook of Transformations of the State*

W (03.11) **What Does the Future Hold for Welfare States?**
Esping-Andersen, "A Welfare State for the Twenty-First Century"
Eden & Schaefer, *\$2.00 A Day*—read Conclusion (pgs. 157-174)
TBA

F (03.13) **NO CLASS—Reading Day**

Sat (03.14) **8:30-11:00am— INDIVIDUAL WELFARE STATE PRESENTATIONS!**

INDIVIDUAL WELFARE STATE PROJECTS DUE!
Upload to the Moodle Dropbox before coming to class!