Description & Objectives (See Supplement for all 702 Purpose and Learning Objectives)
Over the course of this semester, beginning with some classic thinking from Adam Smith, Karl Marx, John Maynard Keynes, and Friedrich Hayek, we will consider how economics informs and shapes the policymaking process and the effectiveness of policy programs and see how knowledge about economics and “The Economy” matters to social work and social workers. We’ll examine the development and operations of the American welfare state (with special attention to the post-1970s Great Divergence), and in the process acquire the language and tools of contemporary economic analysis (including knowledge of markets, supply and demand curves, GDP, inflation, interest, monetary policy, fiscal policy, negative externalities, public goods, collective action problems, and much more). After an examination of the welfare state in comparative perspective and the forces of “globalization,” we’ll home in on the Great Recession of 2007, and try to identify its causes and trace its ongoing effects. We’ll conclude with an effort to identify what the future might hold, and how we might shape it, making distinctions between the best empirically- and historically-informed policy solutions and the reality of what the political world will permit. Social Welfare Policies and Service I (SSW 701) is a prerequisite.

Requirements
Attendance. Class attendance is required, and no more than 2 unexcused absences are permitted to receive credit for the course. It is your responsibility to find out from your colleagues what you missed if you are absent. Absences can be excused only for documented emergencies or for religious reasons per CUNY policy. On-time class attendance is expected and appreciated so that our work is not subject to interruption.

Informed, Active Participation. Please come to class having completed the required readings and -- especially on those weeks for which you have prepared Reading Summaries and Response Papers (see below) -- be prepared to summarize and evaluate the material under consideration.

Reading Summaries and Response Papers. Over the course of the semester, you will write three 2-3 page reviews of the required readings in which you (a) concisely summarize each of the articles/chapters under consideration (b) discuss how they relate to each other and (c) offer your own reaction or response to them. You may choose any sessions you wish, however, you must submit your first summary on or before Week 5 and your second on or before Week 9 (and your third summary before the final class meeting). All papers should be submitted as PDF files e-mailed to me at the address above at class on the date for which they are due. Except in cases of documented emergency, late papers will not be accepted. Please title your papers as follows: Jones Paper 1.pdf, Washington Paper 2.pdf, Smith Paper 1.pdf, etc. You must complete and receive credit for all three papers to pass the course.

Blackboard Discussion Assignments. Each week (starting with Week 3) you will choose one relevant article, report, blog post, table or chart from one of the sources linked to below. In Blackboard, (a) provide a link to the piece you have chosen, (b) summarize it and explain how it is relevant in a few sentences or a short paragraph, and (c) offer any other thoughts about it you might like to share. Then, read and comment on at least one of your colleagues’ postings with a few sentences or a short paragraph. You may use each source listed below only once. You may, if you wish, read and write about something from the week’s recommended readings for up to three of these assignments, or write about one of the films listed below for one of the assignments. You must complete and pass at least 11 of these assignment to pass the course.

Financial Times http://www.ft.com/home/us
Economist http://www.economist.com/
Bureau of Economic Analysis http://www.bea.gov/

Accommodations For Students With Disabilities
In compliance with the ADA and with Section 504 of the Rehabilitation Act, SSSW is committed to ensuring educational access and accommodations for all its registered students. Hunter College's students with disabilities and medical conditions are encouraged to register with the Office of Access ABILITY for assistance and accommodation. For information and appointment contact the Office of Access ABILITY at (212) 772-4857 or TTY (212) 650-3230. Please then discuss with the instructor any accommodations that need to be made.

Hunter College/CUNY Academic Dishonesty Policy
Hunter College regards acts of academic dishonesty (e.g. plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

Grading
Criteria for the School as a whole are spelled out in the Student Handbook. Grades are Credit/No Credit. Student's grasp of the course content will be reflected through their attendance, demonstrated use of the readings, meaningful involvement in class discussions, timely participation in online discussions, and satisfactory completion of oral and written assignments. Requests for a letter grade must be made by the second week of the semester. Once agreed upon, the request of a letter grade cannot be rescinded.

Grading Criteria for Assignments: (1) Quality of written work (2) Application to practice and/or contemporary policy issues, as required (3) Responsiveness to guidelines (4) Completion of assigned readings (5) Adequate documentation and referencing (6) Organization of paper/presentation: appropriate use of language, headings, logical progression of ideas (7) Timely completion of assignments (8) Careful preparation of written material (spelling, grammar, overall organization). The Writing Center is available to all students, and should be contacted promptly by any student whose self-evaluation or faculty evaluation reveals a need to improve their skills.

Credit
Indicates acceptable graduate-level work equivalent to a B or better. It reflects a combination of satisfactory completion of all course work, the quality of written and oral communication, adequate class participation, regular and on time class attendance. This includes ability to accurately report on the content of the readings, to identify
main ideas, to draw relevant conclusions, to self-reflect on the material, to apply material to practice and contemporary policy issues and to reference assigned readings,

Honors
Indicates superior graduate level work equivalent to an A+ or better. It reflects work that meets all of the requirements for a grade of Credit but that, in addition demonstrates outstanding capacity for critical thinking which includes the contextualization, synthesis of main issues, integration of ideas from several readings, recognition of debated points, and creative application of material to practice and contemporary policy issues.

No Credit
A grade of no-credit indicates a combination of poor quality of work on assignments, insufficient mastery of reading and lecture materials, weak descriptive and conceptual skills, minimal class participation, and excessive absences or lateness.

Incomplete
Grades of Incomplete may be given at the discretion of the instructor, but they will generally be granted only under extraordinary circumstances. Instructor and student must agree to a date for completion of the work. Failure to meet the agreed upon date will result in an automatic No Credit. Students who do not achieve Credit level work at the end of a course may not receive an incomplete grade.

Required Readings**

Recommended

All other readings will available at the URLs provided below or as PDF files that you will be able to download from a link provided on BlackBoard.

Readings marked with (**) are required for that class session. Others are recommended as supplements appropriate to our discussion for that week. You are encouraged to read beyond the requirements.

I. INTRODUCTION (Week 1)

**Eisner, The American political economy, Ch. 1.
**Sackrey, Schneider & Knoedler, Introduction to political economy, Ch. 1.


Banerjee, A. & Duflo, E. (2011). More than 1 billion people are hungry in the world: but what if the experts are wrong? Foreign Policy (May/June).

Bertelsman Stiftung (2011). Social justice in the OECD: How do the member states compare?
II. PHILOSOPHICAL & THEORETICAL FOUNDATIONS OF POLITICAL ECONOMY

Smith and Polanyi (Week 2)

**Sackrey, Schneider, & Knoedler, Ch. 2.


Marx and Veblen (Week 3)

**Sackrey, Schneider, & Knoedler, Ch. 3-4.


**Marx, K. (1851-2). *The eighteenth brumaire of Louis Napoleon (read first five paragraphs).*


Keynes, Galbraith, and Social Class (Week 4)

**Sackrey, Schneider, & Knoedler, Ch. 5-7.


**Hayek and Friedman (Week 5)**


Hayek, F. and Look Magazine (n.d). The illustrated *Road to Serfdom*.


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**III. The American Welfare State**

**Framework (Week 6)**

Eisner, Ch. 2.

Sackrey, Schneider, & Knoedler, Ch. 8.


**History (Week 7)**

Eisner, Ch. 3-7.


Institutions & Actors vs. Culture (Week 8)

**Madison, J. (1787). The federalist, no. 10.**


**Explore campaign contributions data at: http://www.opensecrets.org.**


Describing and Explaining the Great Divergence (Week 9)


Race and The Political Economy of the Prison (Week 10)


IV. The Welfare State in Comparative Perspective

Origins & Functions (Week 11)

**Sackrey, Schneider, & Knoedler, Ch. 9-10.


The Future of the Welfare State (Week 12)

**Eisner, Ch. 8-9.


V. THE GREAT RECESSION (OR IS IT THE LESSER DEPRESSION?)

Causes (Week 13)

**Eisner, Ch. 10.


Consequences and Responses (Week 14)

**Eisner, Ch. 11.

VI. Wrapping Up (Week 15)