Chapter 2
The Modern Welfare State

CHAPTER SUMMARY

The model of the modern welfare state, as exhibited in the United States, has taken various turns since its inception in 1800s Germany. The evolution of the modern welfare state within the European nations is extremely different from that of the U.S. version. Many theories have been proposed to explain why the United States has taken such a cautious approach. In Europe, societies value a general well-being of all citizens compared to the U.S. focus on rugged individualism. The goals of any welfare state, though, are simple: the welfare program provides necessary aid to those who cannot provide for themselves. The two different kinds of benefits, in-cash and tax credits, are constantly debated at the political level. Regardless of the forms they take, the benefits provided give financial relief to a country's citizens.

STUDENT LEARNING OBJECTIVES

- The students will describe the growth and development of the welfare state in the U.S.
- The student will agree or identify with one of the different theories behind the growth of the welfare state and will support that position.
- The student will be able to illustrate Asa Brigg's three goals of each welfare state, giving examples of corresponding policies to each goal.

TEACHING TIPS

- Ask the students to think about someone they know who has received Social Security. Have them think about the person's age or other situation that allows them to receive Social Security. This will help the students be more open and receptive to why Social Security was created for the public.
- Have the students think about a social issue that is relevant today. Then ask the students to think about how a social welfare system could benefit, help, or even solve the social issue. This will help the students be aware of how important social welfare systems are to different people groups.
- Ask the students to consider whether they would prefer receiving social benefits paid in-cash or paid in tax credits. Ask them to weigh the pros and cons of each. This will help the students realize the difficulties the government faces when deciding to choose which benefit system to use.

LECTURE GUIDE AND ASSET CORRELATION

The below lecture guide and asset correlation indicates where discussion prompts, assignments, activities or MySearchLab activities connect to a given topic. The full descriptions of these prompts and assignments follow the below guide.

Discussion Prompts

- Throughout this chapter, various discussion prompts have been provided for in-class use. These prompts are developed to assist you in starting open conversation with students about key topics of the chapter.

Assignments and Activities

- These assignments and activities can be used in place of or in supplement of the MySearchLab activities available for students.

MySearchLab Connections

- The MySearchLab Connections at the end of the chapter highlights assets available on www.mysearchlab.com that connect to the topics and/or competencies in the chapter.

Chapter Outline

The Evolving Welfare State *(Discussion Question #1)*
    Inception
    Growth
    Maturation
    Transformation *(Activity #1)*
Theories of Welfare Growth *(Discussion Question #2) (Activity #2)*
Is America Exceptional? *(Discussion Question #3)*
Welfare Goals *(Activity #3)*
Welfare Scope *(Discussion Question #4)*
    Social, Occupational, and Fiscal Welfare
    Regulatory Welfare
Emerging Issues: The New Social Accountings *(Discussion Question #5)*

DISCUSSION PROMPTS
1. Where did the current American social welfare system originate? How does the current system resemble that of the European policy? How does it differ?
2. Which theory of welfare growth is the most sound in logic? Which theory is the most widely accepted by the public? Explain why the public gravitates toward this theory and why it might ignore the rest.
3. How does America mix both capitalism and social welfare? What are the most frequent points of contention between the two concepts? Explain these points from both a capitalistic and socialist standpoint.
4. Have welfare systems in American grown exponentially since the 1960s? Which system provides the most aid? Explain why these systems have grown, and give your opinion about whether America needs these systems to provide relief to certain people groups.
5. Which benefit system works better for the American welfare system: in-cash or tax credit? Explain your answer with examples.

ASSIGNMENTS AND ACTIVITIES
1. **Tracing the History of Welfare**. Have the students choose one governmental social welfare system. Have them independently research the current function of this system. Then have the students find the historical equivalent of this system. Have the students write a report explaining the similarities and differences of their systems then and now.

2. **Exploring the Theories of Welfare Growth**. Divide the class into two groups. Have each group choose a theory of welfare growth to study and explore as a group. Set up a debate in which members of each group argue for the validity of their theory.

3. **World Research.** Have each student chose one country from Europe. Tell the students to research the social welfare system in that specific country. Have the students write a report detailing the similarities and differences between the European country's current system and the United States' current system. Allow the students to present their findings in class.

STUDENT MYSEARCHLAB STUDY PLAN FOR THIS CHAPTER

Go to www.mysearchlab.com
Login to Gilbert & Terrell, *Dimensions of Social Welfare Policy*, 8th ed.

Read the Chapter
- Read this chapter
- Review the Learning Objectives

Chapter Activities and Assignments
- Watch the Videos and take the quiz
  - Rev. Martin Luther King Jr.'s Speech
    Critical Thinking Question: How did the Civil Rights movement cause the United States to undergo major policy changes in the mid-1900s?
    - Take the Quiz
  - Great Contradictions of the Twentieth Century, The
    Critical Thinking Question: What are some examples of the gains and setbacks that the world has seen during the twentieth century?
    - Take the Quiz
  - Working Mothers
    Critical Thinking Question: What difficulties in policy change are prohibiting working mothers in the United States from receiving paid maternity leave and other family benefits?
    - Take the Quiz
  - Responding to the Great Depression: Whose New Deal?
    Critical Thinking Question: What social issues were present that changed the New Deal?
    - Take the Quiz
- Read the Cases or Documents and take the quiz
  - Frances Perkins and the Social Security Act (1935, 1960)
    Critical Thinking Question: According to Perkins, how was it easier for Europe to implement a social welfare program than it was in America?
    - Take the Quiz
  - Lyndon B. Johnson, The War on Poverty (1964)
    Critical Thinking Question: According to Johnson, what other benefits occur when the U.S. government provides welfare for the poor?
    - Take the Quiz
  - Meridel Le Sueur, Women on the Breadlines (1932)
    Critical Thinking Question: According to Le Sueur, how was being a woman in the Great Depression more difficult than being a man in the Great Depression?
    - Take the Quiz

- Franklin Roosevelt's Radio Address Unveiling the Second Half of the New Deal (1936)
  Critical Thinking Question: According to Roosevelt, how did employers and politicians try to undercut the social welfare programs?
    - Take the Quiz
- Explore the Assets
  - Interactive Case Study: Evaluating Federal Spending and Economic Policy
  - Interactive Case Study: Comparing Social Welfare Systems
  - Social Policy – http://www.socialpolicy.org
  - FedWorld Information Network Home Page – http://fedworld.gov/

Prepare for the Exam

- Review the Flashcards
- Take the Formative Assessments
- Review the Learning Outcomes

Take the Chapter Exam

STUDENT LEARNING OUTCOMES

- The student will have a greater understanding of the political and social forces behind the development of the welfare state in the U.S.
- The student will take a greater interest in the current political aspect of the welfare state and become active in welfare politics.
- The student will be aware of new social welfare policies and whether or not these policies coincide with Asa Brigg's goals of each welfare state.

ADDITIONAL RESOURCES

Books

Ambler, J. (1991). *The French welfare state*. New York: New York University Press.

Besharov, D., & Couch, K. (2012). *Measuring poverty: Lessons from Europe.* New York: Oxford University Press.

Cos, R. (1993). *The development of the Dutch welfare state*. Pittsburgh: Pittsburg University Press.

Esping-Andersen, G. (1990). *The three worlds of welfare capitalism*. Princeton, NJ: Princeton University Press.

Freeman, R. (2007). *America works: Critical thoughts on the exceptional U.S. labor market.* New York: Russell Sage Foundation.

Judt, T. (2005). *Postwar: A history of Europe since 1945*. New York: Penguin Press.

Marshall, W., Schram, M. (1993). *Mandate for change*. New York: Berkeley.

Pierson, C. (1991). *Beyond the welfare state*. University Park, PA: The Pennsylvania State University Press.

Journals

Briggs, A. (1961). The welfare state in historical perspective. *European Journal of Sociology 2*, 221-58

Gilbert, N. (2009, September 3). The least generous welfare state? A case of blind empiricism. *Journal of Comparative Policy Analysis*, 11.

Glied, S. A., Hartz, J., & Giorgi, G. (November 2007). Consider it done? The likely efficacy of mandates for health insurance. *Health Affairs 26*(6), 1612-1621.

Marklund, S. (1992). The decomposition of social policy in Sweden. *Scandinavian Journal of Social Welfare 1*(1), 10.

Pierson, P. (January 1996). The new politics of the welfare state. *World Politics 48*(2), 150-3.

Test Bank

The following assessment has been created for in-class use. This assessment is available through Pearson's MyTest website—allowing for easy access for creating your own tests. *Please contact your local Pearson sales representative to learn about the options available. Visit http://www.pearsonhighered.com/replocator.*

Multiple Choice Questions

1. Which of the following was one of the reasons that Germany conceived a social insurance plan during the 1880s?
    a. lingering aftermath from the Seven Weeks' War
    b. to provide relief from the sick and elderly dying
    c. unification with Austria and surrounding areas
    d. the decline of working farms due to industrialization

                                        Answer: D
                                        Bloom's Level: Know

2. Before what world event did America begin providing welfare aid to survivors, spouses, and dependent children?
    a. World War I
    b. the Stock Market Crash
    c. World War II
    d. the Red Scare

                                        Answer: C
                                        Bloom's Level: Know

3. What kind of welfare benefits were cut substantially after the 1996 welfare reform?
    a. tax rebates
    b. assistance to the elderly
    c. cash payments
    d. assistance to the sickly

                                        Answer: C
                                        Bloom's Level: Know

4. According to the text, which country has one of the least-developed welfare states?
    a. the U.S.
    b. Mexico
    c. Germany
    d. Great Britain

                                        Answer: A
                                        Bloom's Level: Know

5. Which president declared an "unconditional war on poverty in America" to focus on aiding groups with special needs?
    a. Theodore Roosevelt
    b. Franklin Delano Roosevelt
    c. Lyndon Johnson
    d. Richard Nixon

Answer: C
Bloom's Level: Know

6. Which of the following best explains why it was easy for U.S. policymakers to expand the country's welfare state during the 1960s?
    a. The Civil Rights movements demanded social justice.
    b. Rising tax revenues provided the government with money.
    c. The U.S. was trying to compete with Europe's plan.
    d. The U.S. became extremely liberal during the 1960s.

Answer: B
Bloom's Level: Understand

7. Which of the following programs has not suffered from lack of funds since the beginning of the era of transformation?
    a. Social Security
    b. Medicare
    c. Unemployment
    d. No Child Left Behind

Answer: D
Bloom's Level: Understand

8. Which social system views the welfare state as a way for the government to control the middle class?
    a. Marxism
    b. Communism
    c. Capitalism
    d. Unitarianism

Answer: A
Bloom's Level: Understand

9. Which of the following best describes the main difference between the European and American welfare states?
    a. America values total equality while Europe values individualism.
    b. America values individualism while Europe values total equality.
    c. America tries to help the needy while Europe tries to help the sick.
    d. America tries to help the sick while Europe tries to help the needy.

Answer: B
Bloom's Level: Apply

10. Which of the following best represents Asa Briggs's first goal of the welfare state?
    a. a company providing its employees with unemployment should the employees be laid off
    b. a company giving its senior employees a yearly bonus for each year they stay with the company
    c. a soup kitchen providing homeless people with shelter, clothes, and food
    d. a nonprofit organization spending money on volunteer picnics

Answer: A
Bloom's Level: Apply

Short Answer Questions

1. Explain how the Great Depression caused a surge in left-wing politics, allowing social legislation to be passed without much opposition.

Bloom's Level: Understand

2. Did industrialization contribute to the need for social welfare policies? Who was most affected by industrialization?

Bloom's Level: Understand

3. What did Asa Briggs mean when he said that the government was trying to "modify the play of market forces"? Interpret this phrase and provide one example of its meaning.

Bloom's Level: Apply

4. Explain Asa Briggs's third welfare state goal and show two real-life examples of this third goal.

Bloom's Level: Apply

5. Distinguish the difference between America's and Europe's welfare systems. When Americans and Europeans started their welfare systems, to whom did they provide assistance and why?

Bloom's Level: Analyze

6. Using Asa Briggs's three welfare state goals, create a welfare program that satisfies the conditions of the three goals. Briefly explain how each program satisfies its corresponding goal.

Bloom's Level: Evaluate

Essay Questions

1. America's welfare systems are closely linked to employment. What does this indicate about U.S. attitudes toward welfare systems?

Bloom's Level: Analyze

2. What is the difference between federal benefits and private sector benefits? In general, what benefits does each sector contribute to the public? Examine the reasons why mandated benefits are present in America's welfare state.

Bloom's Level: Analyze

3. Formulate your own theory of welfare group. Explain the main points, how it receives funding, and how it helps the public. Is your theory based on any of the theories in the text? Which aspects are similar? Why?

Bloom's Level: Evaluate

4. The government doles out social benefits both in cash and in tax credits. If the government had to use only one way to hand out benefits, which should it choose? Defend your reason with two examples. The first example should show a positive aspect of your choice; the second example should show a negative aspect of the opposite choice.

Bloom's Level: Hypothesize