I. COURSE DOMAIN AND BOUNDARIES

The objective of this course is to help MSP and MSW students understand the economic aspects of social welfare policy, problems, and programs. We will use basic economic theories and concepts to understand the behavior of individuals and groups as they participate in markets for goods and services; the implied role of government when markets don’t function well; and how economic analysis can suggest improvements to policy design.

Among the most prominent developments in human history is the organization and evolution of markets. Through the market system wealth is created, and social and individual goals pursued. Economics is an interdisciplinary field; its study of individuals and societies complements studies in other fields such as history, political science, and sociology. Economics is also related to the sciences in its approach to evidence-based problem-solving and in its reliance on technology as a driver of growth.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Competency</th>
<th>Code</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate ethical and professional behavior</td>
<td>C1</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Engage diversity and difference in practice</td>
<td>C2</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice</td>
<td>C3</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice</td>
<td>C4</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Engage in policy practice</td>
<td>C5</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
<td>C9</td>
<td>Reinforced</td>
</tr>
</tbody>
</table>

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case,
the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.  

**Student Handbook 2019**

**Accommodations:** If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the [Disability Resource Center](https://www.wustl.edu/disability-support/index.html), a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

**Pronouns:** The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual’s identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: [https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/](https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/)

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the [Brown Communications Lab](https://www.wustl.edu/cas/commcenter/lab.html). If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the [Office for International Students and Scholars](https://www.wustl.edu/international/offices/iss.html) to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes
emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb, Director of the Relationship and Sexual Violence Prevention Center, or Jen Durham Austin, Support Services Counselor. Both Kim Webb and Jen Durham Austin are confidential resources; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.
Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS

Required:

Please note the following:
• Additional readings will be assigned weekly from (1) the Miller, Benjamin, & North book and (2) from articles related to your areas of interest. Articles will regularly be posted on Blackboard.
• You are NOT required to buy access to the MyEconLab software that accompanies the Parkin book.

VI. ORGANIZATION OF COURSE

The layout of the class will change after the midterm exam:

Class layout (prior to the midterm exam)
• 25 minutes group presentation & paper
• 30 minutes discuss of case(s) from Miller, Benjamin, & North book
  o BREAK
• 60 minutes lecture & discussion
  o BREAK
• 25 minutes discuss article pertaining to students’ interest
• 20 minutes interactive (video, game, etc.)

Class layout (after the midterm exam)
• 30-minute group presentation and class discussion
• 30 minutes discuss of case(s) from Miller, Benjamin, & North book
  o BREAK
• 60 minutes lecture & discussion
  o BREAK
• 20 minutes discuss article pertaining to students’ interest
• 20 minutes interactive (video, game, etc.)

VII. ROLE OF FACULTY AND STUDENT

Class attendance and participation: Students are expected to attend all class sessions (and have read the assigned cases/articles) unless illness or other emergencies make attendance impossible. Five points will be deducted from a student’s final grade for each absence beyond one (if you miss two classes, 5 points will be deducted; if you miss three classes, 10 points will be deducted; if you miss four classes, 15 points will be deducted, etc.).

Assignment Submission: No extensions will be provided on assignments. Assignments are considered late if they are not submitted by the start of class on the date specified. Late assignments will receive a 10 point reduction for each 24 hour period past the due date/time. Assignments over one week late will not be accepted. Assignments are to be handed to the instructor at the start of class or submitted by email.

Writing style requirements: Strong academic writing is fundamental to your success in graduate school. All assignments are required to be written in American Psychological Association (APA) format and follow the most current guidelines in the APA publication manual. If you are unfamiliar with this formatting style, this manual is available at the campus bookstore, the library, and the Brown Communication Lab.

VIII. ASSIGNMENTS AND GRADING CRITERIA

Your final grade for the course will be based on the following:

Class attendance and participation 25%
Homework assignments 25%
Midterm exam 25%
Paper & presentation 25%
A  95-100
A-  90-94.99
B+  87-89.99
B   84-86.99
B-  80-83.99
C+  77-79.99
C   74-76.99
C-  70-73.99

**Homework:** Homework problems from the Parkin textbook will be assigned regularly to help you prepare for the midterm. You can either hand in a paper copy or email it to mclaughlinm@wustl.edu

**Midterm exam:** There will be an in-class midterm exam on October 30. It will consist of two sections: one with questions similar to the homework and one with questions based on the readings.

**Class attendance/discussion:** Daily attendance and participation during class discussions are required.

**Group presentation & paper:** Each student will be assigned to a group. The group will then:
1. Choose a social welfare policy or program
2. Perform an economic analysis of the policy or program using the tools and theory discussed in class
3. Conduct an in-class presentation that will consist of the following parts:
   a. Present the group’s preliminary findings to the class
   b. Engage the rest of the class in a discussion regarding the findings and implications
   c. Solicit feedback from students and the instructor regarding the quality of the analysis
4. Submit a paper that meets the following requirements:
   a. At least 8 pages in length, double-spaced, Times New Roman 12-point font
      i. The page-length requirement does NOT include graphs, illustrations, or references
   b. Organized as follows: introduction, body, conclusion, references (APA-style)

The in-class presentations will take place during the second half of the semester, after the midterm exam. The purpose of the group presentation is to give you an opportunity to share your initial findings with the class, solicit feedback from your classmates and the instructor, and incorporate the feedback into your final paper (which will be on the same topic). Presentations will be evaluated on: (1) the depth of analysis, (2) clarity, (3) organization, (4) connections made between the group’s findings and the course material, and (5) the extent to which the rest of the class is engaged in discussion following the presentation. More details will be provided in class.

The final paper must cover the same topic as the in-class presentation. The paper will be evaluated based on (1) depth of the analysis, (2) clarity, (3) organization, (4) connections made between the group’s findings and the course material, (5) whether the statements made are backed up by data of respected sources, and (6) the extent to which feedback from the in-class presentation was
incorporated into the analysis. Significant emphasis will be placed on the extent to which the group responds to issues raised during the in-class presentation and uses this feedback to enhance the quality of economic analysis. The paper is due at the beginning of the last day of class (December 12) and can either be handed to the instructor or emailed to t.edwards@wustl.edu

Important: some students have a tendency to say, “Here is an excellent program that does great things, and the solution is to provide more funding.” This NOT the kind of analysis you are being requested to perform. Here are a few examples of questions that your presentation and paper could address:

1. What is the type of market failure (or government failure) in this area and how does the program deal with this failure?
2. Why is the program at that particular level or levels of government?
3. What is the current scope of the program (e.g., absolute and relative size, beneficiaries)?
4. What is the source of program funding?
5. What has been the growth of the program in the past 20-30 years?
6. Have there been any efforts to change or reform the program? What are these policies?
7. What economic policies (e.g., equity, efficiency) are associated with the program?
8. How well does the program accomplish its stated goals? (Think about how this can be measured.)
9. How cost-effectively does it accomplish these goals? Are the rules that govern the program in harmony with the people’s incentives?
10. What implications for social work practice can you draw from this analysis?

The only mandatory questions to cover are Question 1 and Question 10. The following deadlines apply:

September 19: Choice of topic is due.
   • The topic should be specific (e.g., saying “something in health care” would not be acceptable).
   • This can be submitted at the start of class on September 25 or via email before that time.

October 10: Outline and preliminary list of references are due.
   • The outline should provide a general framework for the questions your economic analysis is seeking to answer as well as any preliminary findings. • The references should be high quality. Peer-reviewed journal articles, books, and reports by reputable agencies (aka “gray literature”) will work great. Online blogs, Wikipedia, etc. are not acceptable.
   • These can be submitted at the start of class on October 10 or via email before that time.

IX. MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>Competency/ies</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Assignments: Provide Practice with Course Concepts</td>
<td></td>
<td>C7 Knowledge/Skills/Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Midterm Exam: Covers Core Concepts in Microeconomics</td>
<td></td>
<td>C7 Knowledge/Skills/Cognitive and Affective Processes</td>
</tr>
</tbody>
</table>
### Group Presentation: Economic Analysis of a Social Policy or Program
- **Knowledge/Skills/Cognitive and Affective Processes/Values**: C1; C2; C3; C4; C5; C9

### Paper: Economic Analysis of a Social Policy or Program
- **Knowledge/Skills/Cognitive and Affective Processes/Values**: C1; C2; C3; C4; C5; C9

## COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Class Participation/Discussion of Core Economic Concepts</th>
<th>C1; C2; C3; C4</th>
<th>Knowledge/Cognitive and Affective Processes/Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation/Discussion of Case Studies involving Social Policies and Programs</td>
<td>C1; C2; C3; C4; C5</td>
<td>Knowledge/Cognitive and Affective Processes/Values</td>
</tr>
</tbody>
</table>

### X. COURSE OUTLINE

<table>
<thead>
<tr>
<th>Class#</th>
<th>Date</th>
<th>Topic</th>
<th>Parkin</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/29</td>
<td>Introduction to the Course</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/5</td>
<td>Basic Principles of Economics</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/12</td>
<td>Supply &amp; Demand</td>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
<td>9/19</td>
<td>Elasticity</td>
<td>4</td>
<td>Topic due</td>
</tr>
<tr>
<td>5</td>
<td>9/26</td>
<td>Efficiency &amp; Equity</td>
<td>5</td>
<td></td>
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<tr>
<td>6</td>
<td>10/3</td>
<td>Government Policies</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/10</td>
<td>Globalization &amp; Free Trade</td>
<td>7</td>
<td>Outline &amp; references due</td>
</tr>
<tr>
<td>8</td>
<td>10/17</td>
<td>Public Goods &amp; Externalities</td>
<td>16, 17</td>
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<tr>
<td>9</td>
<td>10/24</td>
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<tr>
<td>10</td>
<td>10/31</td>
<td>Environmental Economics</td>
<td>16, 17</td>
<td></td>
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<tr>
<td>11</td>
<td>11/7</td>
<td>Economics of Poverty &amp; Inequality</td>
<td>19</td>
<td>Group 1 presentation</td>
</tr>
<tr>
<td>12</td>
<td>11/14</td>
<td>Economics of Crime &amp; Incarceration</td>
<td>-</td>
<td>Group 2 presentation</td>
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<tr>
<td>13</td>
<td>11/21</td>
<td>Taxation &amp; Intergovernmental Transfers</td>
<td>-</td>
<td>Group 3 presentation</td>
</tr>
<tr>
<td>14</td>
<td>12/5</td>
<td>Economics of Child Welfare &amp; Education</td>
<td>-</td>
<td>Group 4 presentation</td>
</tr>
<tr>
<td>15</td>
<td>12/12</td>
<td>International Development</td>
<td>-</td>
<td>Paper due</td>
</tr>
</tbody>
</table>

- **Midterm Exam**
- **Group 1 presentation**
- **Group 2 presentation**
- **Group 3 presentation**
- **Group 4 presentation**
- **Paper due**