

## PPD 628: Urban Planning and Social Policy

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### Course Description

***“PPD 628 Urban Planning and Social Policy (4, Irregular)***

*Urban planning and social work: theory, values, techniques of inquiry, and problem-solving methods appropriate to urban planning and social work.”*

~ USC Catalogue 2014/15

This course surveys the major topics, theories, and debates in modern social policy in the United States, with special attention to the ways in which planning and social policy intersect. As an academic discipline, social policy is a relatively young field that traces its roots to the London School of Economics, circa 1950. As reflected in the course catalogue description quoted above (which likely hasn't changed since the course was first taught in the 1970's) social policy was originally concerned with “social work”—meaning the ways in which public and nonprofit organizations assist individuals who cannot meet their basic needs by themselves. When focusing on public-sector responses to these populations—classically, the very young, very old, very poor, or severely disabled—social policy becomes synonymous government programs collectively known as “the welfare state.” More recently, many scholars of social policy have aligned the field with the idea of “social justice” and the recognition that policies have different consequences for different social sectors defined by age, wealth, education, race, ethnicity, and gender. More recently still, the field has expanded to encompass a wider array of so-called “new social risks” brought about by recent trends in globalization, climate change, and the Information Age. These include social upheavals associated with immigration, migration, the internet, chronic unemployment, and financial crises, as well as broader issues of environmental policy, health policy, education policy, child welfare policy, drug policy, addiction, crime, and incarceration.

In other words, social policy deals with each of the hot-button issues that increasingly delineate liberals and conservatives in American politics. Our goal is to understand different approaches to social policy, and to analyze each from a variety of perspectives. Each school of thought begins with different assumptions about human nature, leading logically to different prescriptions about proper roles for governments, businesses, and nonprofits

In addition to theory, we will pay close attention to empirical evidence. What does the best-available research tell us about which current policies are working relatively well or relatively poorly? The more we know about the leading arguments on each side of the debate, the better we can reach our own conclusions about how to craft policies that are effective, efficient, and fair—and the more we can improve our own professional practice as public administrators, planners, analysts, or advocates.

## Learning Objectives

### Knowledge Objectives:

1. Examine the history and evolution of social policy in the United States.
2. Define the main concepts and terminology of social policy.
3. Understand how social policy and urban planning relate to social justice and issues of equity with respect to age, wealth, education, race, ethnicity, and gender.
4. Practice analyzing social policies and urban planning decisions from both liberal and conservative viewpoints using salient social science theories regarding poverty or economic mobility.
5. Grasp the main criteria that scholars have used to evaluate social policy outcomes.
6. Compare the goals, approaches, and outcomes of various welfare regimes in the U.S. and Europe.

### Practice Objectives:

7. Analyze and discuss policy from multiple perspectives.
8. Engage in productive dialogue and deliberation with classmates whose perspectives may be very similar to—or very different from—your own.
9. Improve both the mechanics of writing and your capacity to construct evidence-based analysis that aims to illuminate or persuade.
10. Employ effective writing and communication skills to reach multiple audiences.

## Textbooks and Materials

For a complete timeline of assigned readings, refer to the weekly schedule at the end of this syllabus.

### Books:

- none

### Articles:

- All articles are available through the USC Course Reserves (ARES)  
<https://reserves.usc.edu/>

### Other Materials (to borrow, rent, or purchase):

- Daniels, L. (Director/Producer) (2009) *Precious: Based on the Novel Push by Sapphire* [Motion picture]. Lions Gate Entertainment Corporation.
- Simon, D. (Creator) (2006) *The Wire: Season Four* [Television series]. HBO.

### Instructional Materials

- Supplied in Moodle each week. Unless specified in an assignment prompt, these are optional materials to provide wider exposure to the topics of the week, and will be useful (but usually not required) to complete each week's assignments.

## Grading Policies

### Course Components

Component	Quantity	Weight (each)	Total % of Course Grade
1. Participation	3	3⅓ %	10%
2. Group Papers	3	6%	18%
3. Group Reading Response	12	2%	24%
4. Individual Reading Response	12	1%	12%
5. Individual Assignments	4	5%	20%
6. Discussions	8	2%	16%
<b>Total Percentage</b>			<b>100%</b>

### Group Work (52%)

Students will work in groups of three or four. Instructors will assign students to groups in Week 2. To provide opportunities to work with multiple classmates, the membership of each group will be shuffled in Week 6 and Week 11.

**Group Papers and Presentations (18%):** Three papers of approximately 5-10 pages single-spaced are due in Weeks 5, 9, and 14. Groups can work on the assigned topic or can propose a related issue, pending approval by the section instructor.

**Group Reading Response (24%):** Each week, you will collaborate with your group mates to come to a consensus (or identify your differing opinions) on an assigned discussion topic. You will then be the class experts on this topic, starting the full-class discussion by posting your group's response. These questions are designed to stimulate debate and interaction, so please allow yourselves plenty of time to discuss as a group before posting your final responses.

**Participation (10%):** Participation grades are based on the following 3 items:

(1) Participation in live sessions.  
 (2) Responding to a peer evaluation survey administered through CATME in weeks 06, 11, and 15 to provide thoughtful feedback on your teammates' contributions to group work.

(3) Your teammates' evaluations of your contributions to group assignments, as recorded in their responses to the CATME peer evaluation surveys.

In addition to the participation grade, students who do not contribute substantially to a group assignment will be penalized, including potentially a score of zero on the assignment.

**Individual Work (48%)**

**Individual Reading Response (12%):** Students will individually comment on the group reading responses posted by two other groups. Individual responses should demonstrate knowledge of the concepts pertaining to the topic, and use rational argument or evidence to support all claims. Questions seeking further elaboration from the posting group are welcome, but for full credit, students should also contribute additional insight to the discussion. Initial group responses are due Day 4 of each week, and individual replies are due Day 7. Refer to the Discussion grading rubric below.

**Individual Assignments (20%):**

- Week 04: Precious: An op-ed on welfare reform.
- Week 07: Environmental design for health, safety, and sustainability: A walking survey of your neighborhood.
- Week 11: The Wire: A viewers’ guide for students of social policy & urban planning.
- Week 14: The end: A final exam.

**Discussions (16%):** Eight discussions in response to readings or other multimedia exercises. Students will post their response by Day 4 of the week, and will reply to two other students by Day 7.

**Due Dates and Times**

Due dates for assignments and discussions are stated in day numbers, where Day 1 of each week is a Wednesday. Assignments are due by 11:55 p.m. Pacific Time.

**Late Policy**

The asynchronous online framework allows considerable flexibility for completing the required work. All of the reading and many of the assignments are available at the beginning of this course for students who wish to work ahead of schedule. No assignments are accepted after their due dates without prior permission. At their discretion, faculty may grant extensions for extenuating circumstances, as defined in the USC student handbook.

**Numeric Ranges for Final Course Grades**

Grade	Range
A	≥ 93%
A-	≥ 90% < 93%
B+	≥ 87% < 90%
B	≥ 83%, < 87%
B-	≥ 80%, < 83%

Grade	Range
C+	≥ 77%, < 80%
C	≥ 73%, < 77%
C-	≥ 70%, < 73%
D	≥ 60%, < 70%
F	< 60%

**Grading Rubrics**

The following rubric applies to group reading responses, individual reading responses, and discussions. Up to 8 points (out of 20) will be deducted if a student does not post the required number of follow-up replies to classmates.

<b>Grading Rubric for Discussions and Reading Responses</b>				
<i>Objective/ Criteria</i>	<i>Superior</i>	<i>Proficient</i>	<i>Partially Proficient</i>	<i>Incomplete</i>
Relevance, Application, Originality  <b>/ 6 points</b>	Addresses the question, uses ideas from the readings, and provides unique perspective (6)	Addresses the question, uses ideas from the readings, usually has clear focus (5)	Addresses the question but with little substance, inconsistencies, or partial incoherence (3)	Fails to address the question posed, or incoherent (0)
Insight, Observation, Analysis  <b>/ 6 points</b>	Offers significant analysis and insight with clear understanding of the question (6)	Offers some analysis or insight with clear understanding of the question (5)	Addresses concepts already highlighted; rudimentary understanding of the question (3)	No clear concept addressed, lacks clarity of ideas, or shows minimal understanding of the question (0)
Details & Evidence  <b>/ 4 points</b>	Details and evidence are effective, illuminating, and pertinent to the question (4)	Details and evidence are elaborated and pertinent to the question (3)	Details and evidence are scant or repetitious (2)	Details are absent or tangential to the question (0)
Writing Style & Mechanics  <b>/ 4 points</b>	Writing style is clear, concise, inviting, and nearly free of mechanical errors. (4)	Some stylistic problems or mechanical errors. (3)	Multiple errors or patterns of errors. (2)	Errors are frequent and severe. (0)
<b>Total / 20 points</b>				

General guidance on discussion and reading response assignments:

- If you are addressing a topic that is highly contested, one way to strengthen your response is to clearly and fairly articulate both sides of the controversy. Analytical arguments that come down on one side or the other are welcome, especially if they critique the opposing perspective through theoretical or empirical arguments that reference the assigned readings, videos, lectures, or other sources.
- In addition to demonstrating your knowledge of the assigned readings, feel free to cite sources beyond the required materials. This helps you integrate your new knowledge from PPD 628 with ideas you have gleaned from your other courses or experiences.
- Please cite page numbers wherever feasible. If your citation is especially insightful, novel, or confusing, your instructors may wish to look it up.
- For group assignments, please list the group members who contributed.

The following rubric applies to individual and group writing assignments:

<b>Rubric for General Writing Assignments (Individual and Group)</b>				
<i>Objective/ Criteria</i>	<i>Superior</i>	<i>Proficient</i>	<i>Partially Proficient</i>	<i>Incomplete</i>
<b>Organization / 30 points</b>	Well-written and thoughtful work that contains all components of the assignment. Organized from beginning to end, clear focus, fluent, cohesive, strong point of view. (30)	Well written work that includes a majority of the components. Organized but may have minor lapses. Usually has clear focus, and exhibits a point of view. (26)	Work is missing critical components. Poor transitions, inconsistencies in coherence, or lacking a point of view or perspective on the assignment. (22)	Work contains significant organizational or structural problems and/or is missing critical components of the assignment. Serious errors in organization. (10)
<b>Purpose / 30 points</b>	Strong analysis that identifies key issues and insights. Maintains a clear purpose. Ideas are developed in depth and displays a clear understanding of the assignment. (30)	Solid analysis and attempt to identify key issues and insights. Establishes a purpose, develops ideas, and displays understanding of the assignment. (26)	Modest analysis that covers the material but does not include new insights. Rudimentary development of ideas, but displays some understanding of the assignment. (22)	Little to no analysis and/or demonstration of course concepts and learning. No clear purpose. Minimal understanding of the assignment. (10)
<b>Evidence / 30 points</b>	Evidence and details are effective, explicit, and pertinent to the assignment. Integrates appropriate course material. (30)	Evidence and details are organized and pertinent to the assignment. May lack application or integration of course materials. (26)	Evidence and details lack elaboration or are repetitious. Minimal application of course materials. (22)	Lacking specific evidence and details, or evidence is not relevant. Contains no application of course materials. (10)
<b>Writing Style &amp; Mechanics / 10 points</b>	Writing style is clear, concise, inviting, and nearly free of mechanical errors. (10)	Some stylistic problems or mechanical errors. (8)	Multiple errors or patterns of errors. (4)	Errors are frequent and severe. (0)
<b>Total / 100 points</b>				

## Live Sessions

Live sessions are hosted in Adobe Connect on Day 07 of designated weeks from 6:00-7:30PM Pacific/Trojan Time (TT). Enter the live session using the following link:

<https://uscprice.adobeconnect.com/ppd628/>

Please refer to this guide on how to attend a live session:

[http://lmscontent.embanet.com/USC/MPA\\_Program\\_General/Adobe%20Connect%20Quick%20Start%20Guide.pdf](http://lmscontent.embanet.com/USC/MPA_Program_General/Adobe%20Connect%20Quick%20Start%20Guide.pdf)

Each live session may entail:

- Introduction of course material or assignments
- Guest lectures
- Interactive Q&A with students and faculty.

Participation in live sessions will factor into students' participation grades.

The live session schedule is as follows:

Week 02: 09/15/15, Tuesday, 6:00-7:30 pm Pacific  
Week 04: 09/29/15, Tuesday, 6:00-7:30 pm Pacific  
Week 06: 10/13/15, Tuesday, 6:00-7:30 pm Pacific  
Week 08: 10/27/15, Tuesday, 6:00-7:30 pm Pacific  
Week 10: 11/10/15, Tuesday, 6:00-7:30 pm Pacific  
Week 15: 12/15/15, Tuesday, 6:00-7:30 pm Pacific

## Instructor Announcements

The Instructor Announcements forum in the General section of the course contains an archive of all announcements regarding section-specific information or other important news as the course progresses. Whenever the instructor posts an announcement, each student on the roster receives the announcement via email.

## Library Access

As a USC student, you have access to all the USC library resources. For details, see:

<http://libguides.usc.edu/distancelearning>

## Academic Conduct and Student Support Systems

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person.

*The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <https://sarc.usc.edu/> describes reporting options and other resources.

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute*, which sponsors courses and workshops specifically for international graduate students. <http://dornsife.usc.edu/ali>

*The Office of Disability Services and Programs* provides certification for students with disabilities and helps arrange the relevant accommodations. [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html)

If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology. <http://emergency.usc.edu/>



## Lead Instructor



**Bill Leach, Ph.D.** teaches in the Price School's online master's program in Public Administration. He is recognized internationally as an authority on collaborative approaches to policymaking and implementation. His studies of collaborative governance appear in the top journals in public administration, public policy, political science, and environmental management. Dr. Leach has directed over \$1 million of research sponsored by the National Science Foundation, U.S. EPA, and private philanthropies, and has provided scientific and policy advice to federal and state agencies such as the U.S. Government Accountability Office and the National Research Council. Prior to joining USC, he served as Research Director for the Center for Collaborative Policy at California State University, Sacramento, and Assistant Professor in the Department of Public Policy and Administration. His interdisciplinary training spans political science, economics, and ecology, with degrees in environmental policy from UC Davis (Ph.D.), University of Michigan (M.S.), and UC Berkeley (B.S.). His current scholarship focuses on economics and health policy.

## Weekly Outline

<p><b>Week 1</b> Introduction to Social Policy</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• What is social policy?</li> <li>• How do urban planning and social policy intersect?</li> <li>• What are some of the historical roots of social policy in the U.S. and U.K., both as an academic discipline and as one of the main missions of federal and state governments?</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Pierson, et al, Eds. (2014) <i>The Welfare State Reader</i> (3<sup>rd</sup> ed.)             <ul style="list-style-type: none"> <li>◦ Paine, Thomas (1791) “The First Welfare State?” pp. 7-12.</li> <li>◦ Hayek, Friedrich (1959) “The Meaning of the Welfare State.” pp. 72-77.</li> </ul> </li> <li>• Commission on Social Justice (1994) “What is Social Justice?” <i>Social Justice: Strategies for National Renewal</i>, pp. 17-22.</li> </ul> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• “A Timeline of Major Social Welfare Events.” Lisa Schweitzer.</li> <li>• Video (5:40) “Creating More Liveable Cities.” Ricky Burdett, London School of Economics, December 18, 2014.</li> <li>• Video (48:02) “Dream with Me.” Antonio Villaraigosa, lecture to PPD 628, November 11, 2014.</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Discussion</li> </ul>
<p><b>Week 2</b> Religion, Race, Gender, and Social Policy</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• How have the major branches of Christianity shaped different approaches to social policy in the U.S., Europe, and Commonwealth nations?</li> <li>• How has social policy historically treated women and men differently, and how can we reform public policy to promote equal opportunity?</li> <li>• How are racism and sexism important sources of social inequality, and what can we do to build a more just society?</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Kahl, S. (2005) “The religious roots of modern poverty policy: Catholic, Lutheran, and Reformed Protestant traditions compared.” <i>European Journal of Sociology</i> 46(1):91-126.</li> <li>• Squires, G. &amp; D. Kubrin (2006, Fall) “Privileged places.” <i>Shelterforce Online</i>, 147.</li> <li>• Pateman, Carole (1988) “The patriarchal welfare state.” Excerpt from <i>The Disorder of Women</i>, reprinted in Pierson, et al, Eds. (2014) <i>The Welfare State Reader</i> (3<sup>rd</sup> ed.), pp. 102-119.</li> <li>• Pew Research Center (2014a) “Women’s college enrollment figures</li> </ul>

	<p>leave men behind.” March 6, 2014.</p> <ul style="list-style-type: none"> <li>• Pew Research Center (2014b) “Growing number of dads home with the kids.” June 5, 2014.</li> <li>• Knott, J and B. Reiss (2015) “When women don’t lead, we pay a high price.” <i>The Sacramento Bee</i>, May 14, 2015.</li> </ul> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Podcast (24:35) Erik Shockman discusses Kahl’s 2005 paper in this lecture to PPD 628, Fall 2013.</li> <li>• Video (3:46) Angela Glover Blackwell of Policy Link interviews USC’s Manuel Pastor about America’s changing racial demographics.</li> <li>• Video (13:01) “The Black Agenda Is the American Agenda.” Tavis Smiley moderates a roundtable discussion, March 20, 2010, C-SPAN.</li> <li>• Podcast (34:26) “When childcare costs as much as college.” To the Point, KCRW, Guest Host Barbara Bogaev, December 30, 2014</li> <li>• Multimedia: “Everything you need to know about the gender wage gap.” Danielle Kurtzleben, Vox October 1, 2014.</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Reading response (group)</li> <li>• Reading response (individual)</li> <li>• Discussion (Social Privilege and/or Implicit Association)</li> <li>• Live session</li> </ul>
<p><b>Week 3</b> Theories of Poverty and Economic Mobility</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• What are the main causes of poverty, as identified by various social science theories?</li> <li>• How is economic mobility defined, and how much mobility exists currently in the United States?</li> <li>• In light of our current understanding about the sources of poverty and mobility, what can public agencies and private organizations do to help poor people move up the socio-economic ladder?</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Teitz, Michael B. and Karen Chapple (1998) “The causes of inner-city poverty: Eight hypotheses in search of reality” <i>Cityscape: A Journal of Policy Development and Research</i> 3(3):33-70</li> <li>• Bradshaw, Ted K. (2007) “Theories of poverty and anti-poverty programs in community development.” <i>Community Development</i> 38(1):7-25.</li> <li>• Pew Charitable Trust (2012) <i>Pursuing the American Dream: Economic Mobility Across Generations</i>.</li> </ul> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Multimedia: “45 Strategies to end urban poverty.” Sol Price Center for Social Innovation, Spring 2014</li> </ul>

	<ul style="list-style-type: none"> <li>• Video (3:02) “Economic Mobility &amp; the American Dream.” Pew Charitable Trusts, August 11, 2011.</li> <li>• Video (4:51) “How much is enough to live on?” PBS NewsHour, November 4, 2013.</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Reading response (group)</li> <li>• Reading response (individual)</li> <li>• Discussion (“Spent” – interactive multimedia)</li> </ul>
<p><b>Week 4</b> Cash and Food Assistance Programs</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• What are the main cash and food assistance programs?</li> <li>• Does welfare discourage work?</li> <li>• What are the pros and cons of means-tested (e.g. food stamps) versus universal (e.g. “basic income”) programs?</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Pierson, et al, Eds. (2014) <i>The Welfare State Reader</i> (3<sup>rd</sup> ed.)             <ul style="list-style-type: none"> <li>◦ Titmuss, Richard (1967) “Universalism versus selection.” pp. 38-45.</li> </ul> </li> <li>• Murray, Charles (1982) “The two wars against poverty: economic growth and the Great Society.” <i>The Public Interest</i> 69: 3-16.</li> <li>• Rosenbaum, Dottie (2013) “The relationship between SNAP and work among low-income households.” Center for Budget and Policy Priorities.</li> <li>• Guzman, T., M. A. Pirog, and K. Seefeldt (2013) “Social policy: What have we learned?” <i>Policy Studies Journal</i> 41:S53–S70.</li> <li>• Downs, Jim (2009) “Are we all Precious?” <i>The Chronicle of Higher Education</i>. December 13, 2009.</li> </ul> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Video (5:29) “Oprah, Mo’Nique, Paula Patton, and Gabby Sidibe on Precious” BlackTree TV, Nov 5, 2009</li> <li>• Video (9:16) “Swiss consider welfare overhaul with guaranteed income.” <i>PBS Newshour</i>, April 7, 2014</li> <li>• Video (6:54) “The great food stamp binge.” Fox News. Aug 9, 2013.</li> <li>• Graphic: “A summary of social assistance programs.”</li> </ul> <p><b>Film</b></p> <ul style="list-style-type: none"> <li>• <i>Precious: Based on the Novel Push by Sapphire</i> [Motion picture]. (2009) L. Daniels (Director/Producer) Lions Gate Entertainment Corporation.</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Reading response (group)</li> <li>• Reading response (individual)</li> <li>• Individual assignment (“<i>Precious</i> Op-ed”)</li> <li>• Live session</li> </ul>

<p><b>Week 5</b> Wage Policy and Jobs Programs</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• Do minimum wage policies help or hurt low-wage workers?</li> <li>• What are the pros and cons of the EIC vs. minimum wage policies?</li> <li>• What are the pros and cons of job stimulus programs versus unemployment insurance?</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• CBO - Congressional Budget Office (2014) "The effects of a minimum-wage increase on employment and family income."</li> <li>• Sanderson, Allen R. (2014) "Why mandating higher minimum wage isn't best way to address poverty." Op-Ed. <i>Los Angeles Times</i>.</li> <li>• Thoma, Mark (2014) "Can unemployment benefits raise joblessness?" CBS News, Marketwatch, July 15, 2014.</li> <li>• Clemmitt, Marcia, et al. (2009) "Public works projects: Do they stimulate the economy more than tax cuts?" <i>CQ Researcher</i> 19(7):153-176.</li> </ul> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Video (6:01) "The UK's National Minimum Wage." Prof. Alan Manning, London School of Economics, December 18, 2014.</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Reading response (group)</li> <li>• Reading response (individual)</li> <li>• Group Paper #1</li> </ul>
<p><b>Week 6</b> Housing Policy</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• What are the major public policies and programs that affect the price and quality of housing?</li> <li>• Does housing deserve special consideration, and if so, what makes it different than other goods and services?</li> <li>• What are the most important goals the public and non-profit sectors should pursue regarding housing, and what policies or programs would support these goals most effectively?</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Curley, A. (2005) "Theories of urban poverty and implications for public housing policy." <i>Journal of Sociology and Social Welfare</i>, 32(2), 97-119.</li> <li>• Immergluck, D. (2009) "The foreclosure crisis, foreclosed properties, and federal policy: Some implications for housing and community development planning." <i>Journal of the American Planning Association</i>, 75(4), 406-423.</li> <li>• Blackwell, Angela (2006) "Ensuring broad access to affordable neighborhoods that connect to opportunity." Chapter 5 in <i>The Covenant with Black America</i>, Third World Press pp. 97-121</li> </ul>

	<p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Podcast (16:32) Prof. Lisa Schweitzer interviews Prof. Richard Green, circa 2012.</li> <li>• Video (42:45) “The subprime virus.” Katherine Engel &amp; Raphael Bostic.</li> <li>• Graphic: “A summary of public housing programs.”</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Reading response (group)</li> <li>• Reading response (individual)</li> <li>• Discussion (“Foreclosures”)</li> <li>• CATME peer review</li> <li>• Live session</li> </ul>
<p><b>Week 7</b> Aging Policy</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• Should pensions be public or private?</li> <li>• What, if anything, should we do to reform Social Security?</li> <li>• What are the key principles of age-friendly urban design?</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Vaupel, J. W. &amp; Loichinger, E. (2006) “Redistributing work in aging Europe.” <i>Science</i>, 312, 1911-1913.</li> <li>• Herd, P. (2009) “Women, public pensions, and poverty: What can the United States learn from other countries?” <i>Journal of Women, Politics &amp; Policy</i> (30)2-3, 301-334.</li> <li>• Help the Aged (2007) “What makes a city age-friendly?” [Brochure]. London.</li> <li>• WHO - World Health Organization (2007) “Global age-friendly cities: A guide.”</li> </ul> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Slideshare: “Obamacare subsidies and the American welfare state.” William D. Leach, April 6, 2015.</li> <li>• Video (2:51) “Baltimore introduces pension reform.” <i>WBAL-TV 11 Baltimore</i>, Uploaded on Apr 20, 2010.</li> <li>• Video (5:36) “Global models for pension reform.” <i>Financial Post</i>, Uploaded on Jun 8, 2010.</li> <li>• Video (5:51) “Chemnitz: The fastest aging city in Europe.” <i>DW-TV</i>, Uploaded on Nov 28, 2010.</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Reading response (group)</li> <li>• Reading response (individual)</li> <li>• Discussion (“Eldercare”)</li> </ul>

<p><b>Week 8</b> Health and the Built Environment</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• How do urban planning issues such as sprawl and walkability affect health and safety?</li> <li>• What are food deserts, how prevalent are they, and what policy tools can overcome them?</li> <li>• What are the major health risks for urban dwellers in the U.S. and internationally?</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Frumkin, H. (2002) "Urban sprawl and public health." <i>Public Health Reports</i>, 117, 201-217.</li> <li>• Sloane, D. C., Diamant, A. L., Lewis, L. B., Yancey, A. K., Flynn, G., Nascimento, L. M., et al. (2003) "Improving the nutritional resource environment for healthy living through community-based participatory research." <i>Journal of General Internal Medicine</i> 18:568-575.</li> <li>• World Health Organization (2008) <i>Cities and Public Health Crises</i>.</li> </ul> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Podcast (11:46) Prof. Lisa Schweitzer interviews Prof. LaVonna Lewis, circa 2013.</li> <li>• Video (25:44) "Bogotá: Building a Sustainable City." PBS e2, Narrated by Brad Pitt. Published June 19, 2002.</li> <li>• Video (18:02) "Food deserts and the politics of food insecurity." Angela Odums-Young. January 16, 2012.</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Reading response (group)</li> <li>• Reading response (individual)</li> <li>• Individual assignment ("Environmental Audit")</li> <li>• Live session</li> </ul>
<p><b>Week 9</b> Health and Disability Policy</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• What are the major disability assistance programs, and what do they achieve?</li> <li>• How disabled are we, and what are the social costs of preventable chronic disease and disability?</li> <li>• Is disability fraud a major problem, and what should we do about it?</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Stoddard, Susan (2014) 2014 <i>Disability Statistics Annual Report</i>. University of New Hampshire.</li> <li>• Hiltzik, Michael (2013) "60 Minutes shameful attack on the disabled." <i>Los Angeles Times</i>, October 07, 2013.</li> <li>• Consortium for Citizens with Disabilities (2013) "Unfit for NPR -- Let's get the facts straight on disability." April 15, 2013.</li> </ul>

	<p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Video (13:39) “Disability, USA.” <i>60 Minutes</i>, October 6, 2013.</li> <li>• Multimedia: “Unfit for work: The startling rise of disability in America.” NPR, Chana Joffe-Walt, 2013.</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Reading response (group)</li> <li>• Reading response (individual)</li> <li>• Group paper #2</li> </ul>
<p><b>Week 10</b>  <b>Employment and Economic Development</b></p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• People or place: Which is the better investment? Should we focus on building human capital or localized employment opportunities?</li> <li>• Regarding people, what’s the best way to facilitate the transition from welfare to work: HCD or LFA? Human capital development or labor force attachment (aka job placement)?</li> <li>• Regarding place, are redevelopment programs a sound public investment, or a special-interest boondoggle?</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Crane, Randall and Michael Manville (2008) “People or place? Revisiting the who versus the what of urban development.” <i>Land Lines</i>, July: 2-7.</li> <li>• Neumark, David and Helen Simpson. (2014) “Place-Based Policies, Working Paper 20049.” National Bureau of Economic Research. (especially, pp. 1-28).</li> <li>• Martinson, Karin and Julie Strawn (2003) “Built to last: why skills matter for long-run success in welfare reform.” Center for Law and Social Policy, the National Institute for Literacy, and NAEPDC.</li> <li>• Estevez-Abe, Margarita (2005) “Gender bias in skills and social policies: The varieties of capitalism perspective on sex segregation.” <i>Social Politics: International Studies in Gender, State and Society</i>, 12(2), 180-215.</li> </ul> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Video (4:06) “Governor Jerry Brown vs. Redevelopment Agencies.” GardenGroveTV3, February 2, 2011.</li> <li>• Video (4:10) “Unwinding Redevelopment.” California Legislative Analyst's Office, February 17, 2012.</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Reading response (group)</li> <li>• Reading response (individual)</li> <li>• Discussion (“People or place?”)</li> <li>• Live session</li> </ul>



<p><b>Week 11</b> Immigration and Migration Policy</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• What are the economic benefits and costs of immigration in the U.S.; who reaps the benefits, and who bears the costs?</li> <li>• What local, state, and federal policies could mitigate the costs while enhancing the benefits of immigration?</li> <li>• How do immigration policy and urban planning intersect?</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Su, R. (2010) "Immigration as urban policy." <i>Fordham Urban Law Journal</i>, 38(1), 363-391.</li> <li>• Dear, M. &amp; Lucero, H. (2005) "Postborder cities, postborder world: The rise of Baja California." <i>Environment and Planning D: Society and Space</i>, 23(3), 317-321.</li> <li>• Suro, Robert and Marcelo M. Suarez-Orozco (2015) "No Papers? It's the Kids Who Suffer." (alternate title: "Think of undocumented immigrants as parents, not problems.") <i>New York Times</i>, April 27, 2015.</li> </ul> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Podcast (36:32) Prof. Lisa Schweitzer interviews Prof. Manuel Pastor, circa 2013.</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Reading response (group)</li> <li>• Reading response (individual)</li> <li>• Discussion ("Birthright Citizenship")</li> <li>• CATME peer review</li> </ul>
<p><b>Week 12</b> The Wire</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• With "The Wire" as a fictional case study, how can we use theories of social policy and urban planning to analyze complex urban problems?</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Popkin, S. J., Acs, G., &amp; Smith, R. (2009) The Urban Institute's program on neighborhoods and youth development: Understanding how place matters for kids.</li> </ul> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Video (1:34:45) "The Wire" roundtable discussion at Harvard's Kennedy School of Government with David Simon, Nora Baston, Geoffrey Canada, William Julius Wilson, April 03, 2008.</li> </ul> <p><b>Television</b></p> <ul style="list-style-type: none"> <li>• Simon, D. (2006) <i>The Wire: Season Four</i> [Television series]. Los Angeles: HBO, Episodes 1-4.</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Reading response (group)</li> </ul>

	<ul style="list-style-type: none"> <li>• Reading response (individual)</li> <li>• Individual assignment (“The Wire: A Viewers’ Guide”)</li> </ul>
<p><b>Week 13</b> Measuring and Tracking Social Welfare</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• How should we measure social progress: Gross Domestic Product, Gross Domestic Happiness, or some other metric?</li> <li>• How has social welfare changed over time?</li> <li>• How does social welfare in the U.S. compare to other peer nations?</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Gallup (2014) “State of Global Well-Being.”</li> <li>• Gallup (2013) “State of American Well-Being.”</li> <li>• Gallup (2013) “State of California Well-Being.”</li> </ul> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Video (14:56) “What the Social Progress Index can reveal about your country.” Michael Green, TED Talks, October 2014.</li> <li>• Video (5:39) “Making personal happiness and wellbeing a goal of public policy.” Lord Richard Layard, London School of Economics, December 18, 2014.</li> <li>• Multimedia: OECD Better Life Index, <a href="http://www.oecdbetterlifeindex.org/">www.oecdbetterlifeindex.org/</a></li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Discussion (“Exceptional Americanism”)</li> </ul>
<p><b>Week 14</b> Education Policy</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• Is education a public good, a private good, or both?</li> <li>• Should governments provide universal access to free and/or subsidized preschool, K-12, and higher education?</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Barnett, Steven (2013) “Why expanding quality Pre-K is a sound public policy.” National Institute for Early Education Research</li> <li>• Partanen, Anu (2011) “What Americans keep ignoring about Finland’s school success.” <i>The Atlantic</i>, December 29, 2011.</li> <li>• Hebel, Sara (2014) “From public good to private good: How higher education got to a tipping point” <i>The Chronicle of Higher Education</i>, March 3, 2014 <a href="http://chronicle.com/article/From-Public-Good-to-Private/145061">http://chronicle.com/article/From-Public-Good-to-Private/145061</a></li> <li>• “Who pays for public higher education?” <i>The Chronicle of Higher Education</i>, March 3, 2014 <a href="http://chronicle.com/article/Who-Pays-More/145063">http://chronicle.com/article/Who-Pays-More/145063</a></li> </ul> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Video (6:24) “Boston public schools pre-K program.” RestoringOpportunity.com</li> </ul>

	<ul style="list-style-type: none"> <li>• Video (2:52) “Why are colleges getting so expensive?” Derek Thompson, <i>The Atlantic</i>, December 4, 2013.</li> <li>• Podcast (4:37) “Why is college so expensive?” Larry Abramson, <i>All Things Considered</i>, NPR, October 19, 2011.</li> <li>• Video (5:32) “Ensuring access to university education without breaking the bank.” Nicholas Barr, London School of Economics. December 18, 2014.</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Reading response (group)</li> <li>• Reading response (individual)</li> <li>• Group paper #3</li> </ul>
<p><b>Week 15</b> Exam</p>	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Individual assignment (exam)</li> <li>• Live session</li> <li>• CATME peer review</li> <li>• Course evaluation</li> </ul>