PPD 628

Urban Planning and Social Policy

Summer 2016

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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. (Duplicates credit in former PLUS 552.)"*
>
> *~ 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. Social policy is an interdisciplinary academic field that traces its roots to the London School of Economics circa 1950. As betrayed by the course catalogue description quoted above (which apparently hasn't changed since the course was taught in the defunct School of Planning and Urban Studies in the 1970s) social

policy was originally concerned with "social work"—meaning the ways in which organizations assist individuals who cannot meet their basic needs by themselves—usually the very young, very old, very poor, or severely disabled. When focusing on public-sector responses to these populations, social policy is synonymous with government programs collectively known as "the welfare state." More recently, many scholars 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, chronic unemployment, and financial crises, as well as broader issues of environmental policy, health policy, education policy, child welfare policy, and the criminal justice system.

In other words, social policy deals with each of the hot-button issues that delineate liberals and conservatives in American politics. The overarching objective of this course is to understand different approaches to social policy, and to analyze each from a variety of perspectives. We will find that each school of thought begins with different assumptions about human nature, leading logically to different prescriptions about proper roles for governments, businesses, nonprofits, families, and religion. We will also 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, or advocates.

Course Objectives

By the end of this course, you will be able to:

Knowledge Objectives:

- Examine the history and evolution of social policy in the United States.

- Define the main concepts and terminology of social policy.

- 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.

- Practice analyzing social policies and urban planning decisions from both liberal and conservative viewpoints using salient social science theories regarding poverty or economic mobility.

- Grasp the main criteria that scholars have used to evaluate social policy outcomes.

- Compare the goals, approaches, and outcomes of various welfare regimes in the U.S. and Europe.

Practice Objectives:

- Analyze and discuss policy from multiple perspectives.

- Engage in productive dialogue and deliberation with classmates whose perspectives may be very similar to—or very different from—your own.

- Improve both the mechanics of your writing and your capacity to construct evidence-based analysis that aims to illuminate or persuade.

- Employ effective writing and communication skills to reach multiple audiences.

Textbooks & Materials

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

Book: None

Articles: All articles are available through a Google Drive folder linked from the General section of the Moodle course page.

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.

    - **IMPORTANT NOTE:** The film *Precious* contains graphic scenes of child abuse and sexual violence. If necessary, this week's assignments can be completed after reading plot summaries and critical reviews of the film in lieu of watching the film itself.

- Simon, D. (Creator) (2006) The Wire: Season Four [Television series]. HBO.

○ **IMPORTANT NOTE:** The HBO series *The Wire* is rated TV-MA "to be viewed by adults and therefore may be unsuitable for children under 17" and contains graphic scenes of violence and child neglect. If necessary, this week's assignments can be completed after reading plot summaries of the series in lieu of watching the series itself.

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 often not required) to complete each week's assignments.

Grading

This course uses a points/percent grading schema, as shown below.

Evaluation Categories	Grading Scale	Number and Weighting	Total Weight
Participation	0-100 points	3 @ 3.33%	10%
Group Papers	0-100 points	3 @ 7%	21%
Group Reading Response	0-20 points	9 @ 2%	18%
Individual Reading Response	0-20 points	9 @ 1%	9%
Individual Assignments	0-100 points	4 @ 5%	20%
Discussions	0-20 points	11 @ 2%	22%

Assessment Methods

Group Work (49%)

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 (21%): 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 (18%): Most weeks, 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:

- Participation in live sessions.
- 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.
- 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 (51%)

Individual Reading Response (9%): 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 viewer's' guide for students of social policy & urban planning
- Week 15: Exam

Discussions (22%): Eleven 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.

Policies

Weekly Structure

Each day of the week is numbered (please see below). Day 1 is Wednesday, the first day of the beginning of each weekly session.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Wednesday	*Thursday*	*Friday*	*Saturday*	*Sunday*	*Monday*	*Tuesday*

Due dates for all assignments are stated in day numbers. Assignments are due no later than 11:55 p.m. in the Pacific Time zone on the day that is stated within the assignment page and the weekly activity table*.*

Late Assignments

The asynchronous online format 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

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.

Grading Rubric for Discussions and Reading Responses				
Objective/ Criteria	**Superior**	**Proficient**	**Partially Proficient**	**Incomplete**
Relevance, Application, Originality / 6 points	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, or partial coherence (3)	Fails to address the question posed, or incoherent (0)
Insight, Observation, Analysis / 6 points	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 / 4 points	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 / 4 points	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)
Total / 20				

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:

Grading Rubric for General Writing Assignments (Individual and Group)				
Objective/ Criteria	**Superior**	**Proficient**	**Partially Proficient**	**Incomplete**
Organization **/ 30 points**	Well-organized throughout.Contains all required components. Clear focus, fluent, cohesive, strong point of view. Descriptive and inviting title. (30)	Well organized, with a majority of the required components. May have minor lapses in focus or fluency. (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)

Analysis / 30 points	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)
Evidence / 30 points	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)
Writing Style & Mechanics / 10 points	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)
Total/ 100				

Live Session Schedule

This course has five Live Sessions. These will be held using Zoom according to the schedule below.

To attend live sessions:
1) Open the PPD 628 meeting room at https://zoom.us/j/739115847
2) The Zoom app will launch automatically (or if it's not yet installed, it will guide you through installation).
3) In the Zoom app, connect your audio by computer or by phone (use phone for best audio quality).
4) Use headphones with a built-in microphone (e.g. cell phone earbuds) to eliminate echo and feedback noise.

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: 05/17/16, Tuesday, 6:00-7:30 p.m. Pacific
- Week 05: 06/07/16, Tuesday, 6:00-7:30 p.m. Pacific
- Week 08: 06/28/16, Tuesday, 6:00-7:30 p.m. Pacific
- Week 11: 07/19/16, Tuesday, 6:00-7:30 p.m. Pacific
- Week 14: 08/09/16, Tuesday, 6:00-7:30 p.m. Pacific

Weekly Activities

Week 01 - Introduction to Social Policy	
Learning Activity	**Due Date**

Reading
● Pierson, et al. Eds. (2014) *The Welfare State Reader* (3rd ed.)
  ○ Paine, Thomas (1791) "The First Welfare State?" pp. 7-12.
  ○ Hayek, Friedrich (1959) "The Meaning of the Welfare State." pp. 72-77.
  ○ Commission on Social Justice (1994) "What is Social Justice?" pp. 48-59.
	Day 4

Key Questions ● What is social policy? ● How do urban planning and social policy intersect? ● 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?	~
Instructional Materials ● "A Timeline of Major Social Welfare Events." Lisa Schweitzer. ● Video (5:40) "Creating More Liveable Cities." Ricky Burdett, London School of Economics, December 18, 2014. ● Video (48:02) "Dream with Me." Antonio Villaraigosa, lecture to PPD 628, November 11, 2014.	Day 4
Live Sessions	Refer to Live Session Schedule
Week 01 Discussion 01: Introductions	*Initial Post*: **Day 4** *Response*: **Day 7**
Week 02 - Religion, Race, Gender, and Social Policy	
Learning Activity	**Due Date**
Reading ● Kahl, S. (2005) "The religious roots of modern poverty policy: Catholic, Lutheran, and Reformed Protestant traditions compared." European Journal of Sociology 46(1):91-126. ● Squires, G. & D. Kubrin (2006, Fall) "Privileged places." Shelterforce Online, 147. ● Pateman, Carole (1988) "The patriarchal welfare state." Excerpt from The Disorder of Women, reprinted in Pierson, et al., Eds. (2014) The Welfare State Reader (3rd ed.), pp. 102-119. ● "Women's college enrollment figures leave men behind." ● Pew Research Center, March 6, 2014. ● "Growing number of dads home with the kids." Pew Research Center, June 5, 2014.	Day 4

● Knott, J and B. Reiss (2015) "When women don't lead, we pay a high price." The Sacramento Bee, May 14, 2015.	
Key Questions ● How have the major branches of Christianity shaped different approaches to social policy in the U.S., Europe, and Commonwealth nations? ● How has social policy historically treated women and men differently, and how can we reform public policy to promote equal opportunity? ● How are racism and sexism important sources of social inequality, and what can we do to build a more just society?	~
Instructional Materials ● Podcast (24:35) Erik Shockman discusses Kahl's 2005 paper in this lecture to PPD 628, Fall 2013. ● Video (3:46) Angela Glover Blackwell of PolicyLink interviews USC's Manuel Pastor about America's changing racial demographics. ● Video (13:01) "The Black Agenda Is the American Agenda." Tavis Smiley moderates a roundtable discussion, March 20, 2010, C-SPAN. ● Podcast (34:26) "When childcare costs as much as college." To the Point, KCRW, Guest Host Barbara Bogaev, December 30, 2014 ● Multimedia: "Everything you need to know about the gender wage gap." Danielle Kurtzleben, *Vox,* October 1, 2014. ● Video (4:33) "There's More to the Story of the Shrinking Pay Gap" Pew Research Center, January 9, 2014.	Day 4
Live Sessions	Refer to Live Session Schedule
Week 02 Group Reading Response	Day 4
Week 02 Assignment 01A: Social Privilege Questionnaire	Day 4
Week 02 Assignment 01B: Implicit Association Test	Day 4
Week 02 Discussion 01: Social Privilege and/or Implicit Associations Forum	*Initial Post*: **Day 4** *Response*: **Day 7**
Week 02 Individual Reading Response	Day 7
Week 03 - Theories of Poverty and Economic Mobility	
Learning Activity	Due Date
Readings ● Teitz, Michael B. and Karen Chapple (1998) "The causes of inner-city poverty: Eight hypotheses in search of reality" Cityscape: A Journal of Policy Development and Research	Day 4

3(3):33-70 ● Bradshaw, Ted K. (2007) "Theories of poverty and anti-poverty programs in community development." Community Development 38(1):7-25. ● Pew Charitable Trust (2012) Pursuing the American Dream: Economic Mobility Across Generations.	
Key Questions ● What are the main causes of poverty, as identified by various social science theories? ● How is economic mobility defined, and how much mobility exists currently in the United States? ● 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 socioeconomic ladder?	~
Instructional Materials ● Multimedia: "45 Strategies to end urban poverty." Sol Price Center for Social Innovation, Spring 2014 ● Video (3:02) "Economic Mobility & the American Dream." Pew Charitable Trusts, August 11, 2011. ● Video (4:51) "How much is enough to live on?" PBS NewsHour, November 4, 2013.	Day 4
Live Sessions	Refer to Live Session Schedule
Week 03 Group Reading Response	Day 4
Week 03 Discussion 01: Spent	*Initial Post*: **Day 4** *Response*: **Day 7**
Week 03 Individual Reading Response	Day 7
Week 04 - Cash and Food Assistance Programs	
Learning Activity	Due Date
Readings ● Pierson, et al., Eds. (2014) The Welfare State Reader (3rd ed.) 　○ Titmuss, Richard (1967) "Universalism versus selection." pp. 38-45. ● Murray, Charles (1982) "The two wars against poverty: economic growth and the Great Society." The Public Interest 69: 3-16. ● Rosenbaum, Dottie (2013) "The relationship between SNAP and work among low-income households." Center for Budget and Policy Priorities. ● Guzman, T., M. A. Pirog, and K. Seefeldt (2013) "Social policy: What have we learned?" Policy Studies Journal 41:S53–S70. ● Downs, Jim (2009) "Are we all Precious?" The Chronicle of Higher Education. December 13, 2009.	Day 4

Key Questions ● What are the main cash and food assistance programs? ● Does welfare discourage work? ● What are the pros and cons of means-tested (e.g. food stamps) versus universal (e.g. "basic income") programs?	~
Instructional Materials ● Video (5:29) "Oprah, Mo'Nique, Paula Patton, and Gabby Sidibe on Precious" BlackTree TV, Nov 5, 2009 ● Video (9:16) "Swiss consider welfare overhaul with guaranteed income." PBS Newshour, April 7, 2014 ● Video (6:54) "The great food stamp binge." Fox News. Aug 9, 2013. ● Graphic: "A summary of social assistance programs."	Day 4
Live Sessions	Refer to Live Session Schedule
Week 04 Group Reading Response	Day 4
Week 04 Individual Reading Response	Day 7
Week 04 Individual Assignment: Precious	Day 7

Week 05 - Wage Policy and Jobs Programs	
Learning Activity	**Due Date**
Readings ● CBO - Congressional Budget Office (2014) "The effects of a minimum-wage increase on employment and family income." ● Sanderson, Allen R. (2014) "Why mandating higher minimum wage isn't best way to address poverty." Op-Ed. Los Angeles Times. ● Thoma, Mark (2014) "Can unemployment benefits raise joblessness?" CBS News, Marketwatch, July 15, 2014. ● Clemmitt, Marcia, et al. (2009) "Public works projects: Do they stimulate the economy more than tax cuts?" CQ Researcher 19(7):153-176.	Day 4
Key Questions ● Do minimum wage policies help or hurt low-wage workers? ● What are the pros and cons of the EIC vs. minimum wage policies? ● What are the pros and cons of job stimulus programs versus unemployment insurance?	~
Instructional Materials ● Video (6:01) "The UK's National Minimum Wage." Prof. Alan Manning, London School of Economics, December 18, 2014.	Day 4

Live Sessions	Refer to Live Session Schedule
Week 05 Discussion 01: Wage Policy and Jobs Programs	*Initial Post*: **Day 4** *Response*: **Day 7**
Week 05 Assignment 01: Group Paper #1	Day 7

Week 06 - Housing Policy	
Learning Activity	**Due Date**
Readings ● Curley, A. (2005) "Theories of urban poverty and implications for public housing policy." Journal of Sociology and Social Welfare, 32(2), 97-119. ● Immergluck, D. (2009) "The foreclosure crisis, foreclosed properties, and federal policy: Some implications for housing and community development planning." Journal of the American Planning Association, 75(4), 406-423. ● Blackwell, Angela (2006) "Ensuring broad access to affordable neighborhoods that connect to opportunity." Chapter 5 in The Covenant with Black America, Third World Press pp. 97-121	Day 4
Key Questions ● What are the major public policies and programs that affect the price and quality of housing? ● Does housing deserve special consideration, and if so, what makes it different than other goods and services? ● 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?	~
Instructional Materials ● Podcast (16:32) Prof. Lisa Schweitzer interviews Prof. Richard Green, circa 2012. ● Video (42:45) "The subprime virus." Katherine Engel & Raphael Bostic. ● Graphic: "A summary of public housing programs."	Day 4
Live Sessions	Refer to Live Session Schedule
Week 06 Group Reading Response	Day 4
Week 06 Individual Reading Response	Day 7
Week 06 Discussion 01: Foreclosures	*Initial Post*: **Day 4** *Response*: **Day 7**

Week 06 Peer Evaluations via CATME	Day 7
Week 07 - Aging Policy	
Learning Activity	Due Date
Readings ● Vaupel, J. W. & Loichinger, E. (2006) "Redistributing work in aging Europe." Science, 312, 1911-1913. ● Herd, P. (2009) "Women, public pensions, and poverty: What can the United States learn from other countries?" Journal of Women, Politics & Policy (30)2-3, 301-334. ● Help the Aged (2007) "What makes a city age-friendly?" [Brochure]. London. ● World Health Organization (2007) "Global age-friendly cities: A guide."	Day 4
Key Questions ● Should pensions be public or private? ● What, if anything, should we do to reform Social Security? ● What are the key principles of age-friendly urban design?	~
Instructional Materials ● Slideshare: "Obamacare subsidies and the American welfare state." William D. Leach, April 6, 2015. ● Video (2:51) "Baltimore introduces pension reform." WBAL-TV 11 Baltimore, Uploaded on Apr 20, 2010. ● Video (5:36) "Global models for pension reform." Financial Post, Uploaded on Jun 8, 2010. ● Video (5:51) "Chemnitz: The fastest aging city in Europe" DW-TV, Uploaded on Nov 28, 2010.	Day 4
Live Sessions	Refer to Live Session Schedule
Week 07 Group Reading Response	Day 4
Week 07 Discussion 01: Eldercare	*Initial Post*: **Day 4** *Response*: **Day 7**
Week 07 Individual Reading Response	Day 7
Week 08 - Health and the Built Environment	
Learning Activity	Due Date
Readings ● Frumkin, H. (2002) "Urban sprawl and public health." Public Health Reports, 117, 201-217. ● 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	Day 4

Learning Activity	Due Date
community-based participatory research." Journal of General Internal Medicine 18:568-575. ● World Health Organization. (2008) Cities and Public Health Crises.	
Key Questions ● How do urban planning issues such as sprawl and walkability affect health and safety? ● What are food deserts, how prevalent are they, and what policy tools can overcome them? ● What are the major health risks for urban dwellers in the U.S. and internationally?	~
Instructional Materials ● Podcast (11:46) Prof. Lisa Schweitzer interviews Prof. LaVonna Lewis, circa 2013. ● Website: Healthy Food Access Portal ● Podcast (5:39) "With Porches And Parks, A Texas Community Aims For Urban Utopia" NPR Cities Project, February 12, 2015. ● Video (25:44) "Bogotá: Building a Sustainable City." PBS e2, Narrated by Brad Pitt. Published June 19, 2002.	Day 4
Live Sessions	Refer to Live Session Schedule
Week 08 Group Reading Response	Day 4
Week 08 Individual Reading Response	Day 7
Week 08 Individual Assignment 01: Adult	Day 7

Week 09 - Health and Disability Policy	
Learning Activity	Due Date
Readings ● Stoddard, Susan (2014) 2014 Disability Statistics Annual Report. University of New Hampshire. ● Hiltzik Michael (2013) "60 Minutes shameful attack on the disabled." Los Angeles Times, October 07, 2013. ● Consortium for Citizens with Disabilities (2013) "Unfit for NPR -- Let's get the facts straight on disability." April 15, 2013.	Day 4
Key Questions ● What are the major disability assistance programs, and what do they achieve? ● How disabled are we, and what are the social costs of preventable chronic disease and disability? ● Is disability fraud a major problem, and what should we do about it?	~
Instructional Materials ● Video (13:39) "Disability, USA." 60 Minutes, October 6, 2013. ● Multimedia: "Unfit for work: The startling rise of disability in America." NPR, Chana	Day 4

Joffe-Walt, 2013.	
Live Sessions	Refer to Live Session Schedule
Week 09 Discussion 01: Disability Programs	*Initial Post*: **Day 4** *Response*: **Day 7**
Week 09 Assignment 01: Group Paper #2	Day 7

Week 10 - Employment and Economic Development	
Learning Activity	**Due Date**
Readings ● Crane, Randall and Michael Manville (2008) "People or place? Revisiting the who versus the what of urban development." Land Lines, July:2-7. ● Bostic, R. (2016) "When Your House Is Not a Home: The Tragedy of Concentrated Poverty." USC Bedrosian Center, March 24, 2016. ● Neumark, David and Helen Simpson. (2014) "Place-Based Policies, Working Paper 20049, National Bureau of Economic Research. (especially pp. 1-28). ● 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 the National Adult Education Professional Development Consortium. ● Estevez-Abe, Margarita (2005) "Gender bias in skills and social policies: The varieties of capitalism perspective on sex segregation." Social Politics: International Studies in Gender, State and Society, 12(2), 180-215.	Day 4
Key Questions ● People or place: Which is the better investment? Should we focus on building human capital or localized employment opportunities? ● 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)? ● Regarding place, are redevelopment programs a sound public investment, or a special-interest boondoggle?	~
Instructional Materials ● Video (4:06) "Governor Jerry Brown vs. Redevelopment Agencies." GardenGroveTV3, February 2, 2011. ● Video (4:10) "Unwinding Redevelopment." California Legislative Analyst's Office, February 17, 2012.	Day 4
Live Sessions	Refer to Live Session Schedule
Week 10 Group Reading Response	Day 4

Week 10 Discussion 01: Redevelopment Agencies	*Initial Post*: **Day 4** *Response*: **Day 7**
Week 10 Individual Reading Response	Day 7

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<tr><td colspan="2" align="center">**Week 11 - Immigration and Migration Policy**</td></tr>
<tr><td align="center">Learning Activity</td><td align="center">Due Date</td></tr>
<tr><td>**Readings**
● Su, R. (2010) "Immigration as urban policy." Fordham Urban Law Journal, 38(1), 363-391.
● Dear, M. & Lucero, H. (2005) "Postborder cities, postborder world: The rise of Bajalta California." Environment and Planning D: Society and Space, 23(3), 317-321.
● 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.") New York Times, April 27, 2015.</td><td>Day 4</td></tr>
<tr><td>**Key Questions**
● What are the economic benefits and costs of immigration in the U.S.; who reaps the benefits, and who bears the costs?
● What local, state, and federal policies could mitigate the costs while enhancing the benefits of immigration?
● How do immigration policy and urban planning intersect?</td><td>~</td></tr>
<tr><td>**Instructional Materials**
● Podcast (36:32) Prof. Lisa Schweitzer interviews Prof. Manuel Pastor, circa 2013.</td><td>Day 4</td></tr>
<tr><td>**Live Sessions**</td><td>Refer to Live Session Schedule</td></tr>
<tr><td>**Week 11 Group Reading Response**</td><td>Day 4</td></tr>
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<tr><td>**Week 11 Individual Reading Response**</td><td>Day 7</td></tr>
<tr><td>**Week 11 Peer Evaluation via CATME for "Teams"**</td><td>Day 7</td></tr>
<tr><td colspan="2" align="center">**Week 12 - The Wire**</td></tr>
<tr><td align="center">Learning Activity</td><td align="center">Due Date</td></tr>
<tr><td>**Readings**
● Popkin, S. J., Acs, G., & Smith, R. (2009) The Urban Institute's program on neighborhoods and youth development: Understanding how place matters for kids.</td><td>Day 4</td></tr>
</table>

Key Questions ● With "The Wire" as a fictional case study, how can we use theories of social policy and urban planning to analyze complex urban problems?	~
Instructional Materials ● 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. **Television** ● Simon, D. (2006) The Wire: Season Four [Television series]. Los Angeles: HBO, Episodes 1-4.	Day 4
Live Sessions	Refer to Live Session Schedule
Week 12 Group Reading Response	Day 4
Week 12 Individual Reading Response	Day 7
Week 12 Individual Assignment : The Wire	Day 7
Week 13 - Measuring and Tracking Social Welfare	
Learning Activity	Due Date
Readings ● Gallup (2014) "State of Global Well-Being" ● Gallup (2015) "State of American Well-Being - State Rankings" ● Gallup (2015) "U.S. Community Well-Being Rankings and Access to Care" ● Gallup (2013) "State of American Well-Being - Report" ● Gallup (2013) "State of California Well-Being - Report" ● Gallup (2014) "State of California Well-Being - Summary"	Day 4
Key Questions ● How should we measure social progress: Gross Domestic Product, Gross Domestic Happiness, or some other metric? ● How has social welfare changed over time? ● How does social welfare in the U.S. compare to other peer nations?	~
Instructional Materials ● Video (14:56) "What the Social Progress Index can reveal about your country." Michael Green, TED Talks, October 2014. ● Video (5:39) "Making personal happiness and wellbeing a goal of public policy." Lord Richard Layard, London School of Economics, December 18, 2014. ● Multimedia: OECD Better Life Index, www.oecdbetterlifeindex.org/	Day 4

Live Sessions	Refer to Live Session Schedule
Week 13 Discussion 01: Exceptional Americanism	*Initial Post*: **Day 4** *Response*: **Day 7**

Week 14 - Education Policy	

Learning Activity	Due Date
Readings ● Barnett, Steven (2013) "Why expanding quality Pre-K is a sound public policy." National Institute for Early Education Research ● Partanen, Anu (2011) "What Americans keep ignoring about Finland's school success." The Atlantic, December 29, 2011. ● Hebel, Sara (2014) "From public good to private good: How higher education got to a tipping point" The Chronicle of Higher Education, March 3, 2014 http://chronicle.com/article/From-Public-Good-to-Private/145061 ● "Who pays for public higher education?" The Chronicle of Higher Education, March 3, 2014 http://chronicle.com/article/Who-Pays-More/145063	Day 4
Key Questions ● Is education a public good, a private good, or both? ● Should governments provide universal access to free and/or subsidized preschool, K-12, and higher education?	~
Instructional Materials ● Video (6:24) "Boston public schools pre-K program." RestoringOpportunity.com ● Multimedia "Why America's schools have a money problem." NPR, April 18, 2016. ● Video (2:52) "Why are colleges getting so expensive?" Derek Thompson, The Atlantic, December 4, 2013. ● Podcast (4:37) "Why is college so expensive?" Larry Abramson, All Things Considered, NPR, October 19, 2011. ● Video (5:32) "Ensuring access to university education without breaking the bank." Nicholas Barr, London School of Economics. December 18, 2014. ● Video (3:41) "Too Many International Students in the U.S.?" Wall Street Journal, March 14, 2016.	Day 4
Live Sessions	Refer to Live Session Schedule
Week 14 Discussion 01: Education Policy	*Initial Post*: **Day 4** *Response*: **Day 7**
Week 14 Assignment 01: Group Paper #3	Day 7

Week 15 - Exam	
Learning Activity	Due Date
Live Sessions	Refer to Live Session Schedule
Week 15 Individual Assignment 01: Exam	Day 7
Week 15 Peer Evaluation via CATME for "Squads"	Day 7
Course Evaluation	~

Statement on Academic Conduct and Support Systems

Academic Conduct

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://dps.usc.edu/contact/. 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 sarc@usc.edu describes reporting options and other resources.

Support Systems

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 http://dornsife.usc.edu/ali, which sponsors

courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information http://emergency.usc.edu/ will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Instructor Bio

Bill Leach, Ph.D. teaches online in the Price School's 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.