PPD 628

Urban Planning and Social Policy

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Course Description

> "PPD 628 Urban Planning and Social Policy (4 units) -- 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

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 define liberal and conservative perspectives 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:

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

- Define the main concepts and terminology of social policy.

- Describe 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.

- Articulate 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. Episodes 1 to 8.

○ **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
Written Discussions (best 9 of 11)	0-20 points	9 @ 2% each	18%
Individual Paper Assignments (best 5 of 7)	0-100 points	5 @ 8% each	40%
Reading Responses			
● Individual (best 6 of 9)	0-20 points	6 @ 1% each	6%
● Group	0-20 points	9 @ 3%	27%
❖ Individual contribution to group reading responses.	0-100 points	3 @ 3%	9%

Numeric Ranges for Final Course Grades

Grade	Range		Grade	Range
A	≥ 93%		C+	≥ 77%, < 80%
A-	≥ 90% < 93%		C	≥ 73%, < 77%
B+	≥ 87% < 90%		C-	≥ 70%, < 73%
B	≥ 83%, < 87%		D	≥ 60%, < 70%
B-	≥ 80%, < 83%		F	< 60%

Assessment Methods

Group Work (27%)

Group Reading Response (27%): Students will work in groups of three to five. 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.

Group Reading Responses are grouped in three sets of three, Weeks 2,3,4; Weeks 6,7,8; Weeks 10,11,12. Students will work with a different group of classmates for each three week block. Instructors will assign students to groups in Week 2, 6, and 10.

Individual Work (73%)

Individual contribution to group reading responses (9%): Based on the following items:

- Responding to a peer evaluation survey administered through CATME in weeks 05, 09, and 13 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.)

Written Discussions (18%): Choose nine of eleven, or drop two lowest grades.

Eleven short essay discussions in response to readings or other multimedia exercises. Students will post their response by Day 5 of the week, and will reply to two other students by Day 7.

Individual Reading Response (6%): Choose six of nine, or drop three lowest grades.

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 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 (40%): Choose five of seven, or drop two lowest grades.

- Week 04: Precious: An op-ed on welfare reform
- Week 05: Paper #1 (choose one of several topics or propose your own)
- Week 08: Environmental design for health, safety, and sustainability: A walking survey of your neighborhood
- Week 09: Paper #2 (choose one of several topics or propose your own)
- Week 12: The Wire: A viewer's' guide for students of social policy & urban planning
- Week 14: Paper #3 (choose one of several topics or propose your own)
- Week 15: Exam

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 (20 points)	Superior	Proficient	Partially Proficient	Incomplete
Relevance, Application, Originality / 6 points	Proficient and provides unique perspective (6)	Addresses the question; uses ideas from the readings; 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 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 grasp of the question (3)	Lacks clarity or shows minimal understanding of the question (0)
Details & Evidence / 4 points	Details and evidence are especially effective and illuminating (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 free of errors. (4)	Some stylistic problems or mechanical errors. (3)	Multiple errors or patterns of errors. (2)	Errors are frequent and severe. (0)

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 writing assignments:

Grading Rubric for General Writing Assignments				
Objective/ Criteria (100 points total)	**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	Identifies key issues and insights. Ideas are developed in depth and displays a clear understanding of the assignment. Presented in the student's own voice with quotes used sparingly if at all. (30)	Attempts 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)

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 and Times

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.

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.

Live sessions are scheduled for the following **Wednesdays, 6:00-7:30 p.m. Pacific**:

- Week 02
- Week 04
- Week 08
- Week 12
- Week 14

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 Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call
engemannshc.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call
engemannshc.usc.edu/rsvp
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086

equity.usc.edu, titleix.usc.edu
Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response.

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710
studentaffairs.usc.edu/ssa
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

Weekly Activities

Week 01 - Introduction to Social Policy	
Learning Activity	**Due Date**
Reading ● Paine, Thomas (1791) "The First Welfare State?" In Pierson, et al, Eds. (2014) *The Welfare State Reader (3rd ed.),* pp. 7-12. ● Hayek, Friedrich (1959) "The Meaning of the Welfare State." In Pierson, et al, Eds. (2014) *The Welfare State Reader (3rd ed.),* pp. 72-77. ● Commission on Social Justice (1994) "What is Social Justice?" in *Social Justice: Strategies for National Renewal,* pp. 15-24.	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?	N/A
Instructional Materials ● Video (9:17) Overview of Week 1 Readings, Bill Leach, September 3, 2015. ● "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. ● Audio (1:19) "Thomas Paine envisions social welfare policy in 1795." On the Media, WNYC. September 28, 2016. ● Video (48:02) "Dream with Me." Antonio Villaraigosa, lecture to PPD 628, Nov. 11, 2014.	Day 4
Week 01 Checkpoint 01: New Student Groups	N/A
Week 01 Discussion 01: Introductions	Response: Day 5 Reply: 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. ● Gunn, D. (2016) "The Problem With Race-Neutral Policies." *Pacific Standard,* June 27. ● Pew Research Center (2014a) "Women's college enrollment figures leave men behind." March 6, 2014. ● Pew Research Center (2014b) "Growing number of dads home with the kids." June 5,	Day 4

2014. ● 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?	N/A
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. ● Podcast (42:23) "The True Story of the Gender Pay Gap." Freakonomics Radio, January 7, 2016 ● Podcast (5:28) "How the Concept of Implicit Bias Came into Being." NPR • Oct 17, 2016 ● Podcast (12:04) "White Guilt and the End of the Civil Rights Era" NPR • May 5, 2006 ● Multimedia: "Under Our Skin: What do we mean when we talk about race?" *Seattle Times*, June 20, 2016	Day 4
Live Session	Day 4
Week 02 Group Reading Response	Day 4
Week 02 Individual Reading Response	Response: Day 4 Reply: Day 7
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	Response: Day 5 Reply: 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* 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."	Day 4
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?	N/A
Instructional Materials ● Multimedia: "45 Strategies to end urban poverty." Sol Price Center for Social Innovation, Spring 2014. ● Video (6:18) "President Lyndon B. Johnson, Voting Rights Speech" March 15, 1965. ● 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
Week 03 Group Reading Response	Day 4
Week 03 Individual Reading Response	Response: Day 4 Reply: Day 7
Week 03 Discussion 01: Spent	Response: Day 5 Reply: Day 7
Week 04 - Money and Food Assistance Programs	
Learning Activity	Due Date
Readings ● Titmuss, Richard (1967) "Universalism versus Selection." In Pierson, et al., Eds. (2014) *The Welfare State Reader (3rd ed.),* 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?"	Day 4

Learning Activity	Due Date
Policy Studies Journal 41:S53–S70. ● Downs, Jim (2009) "Are we all Precious?" *The Chronicle of Higher Education.* December 13, 2009.	
Key Questions ● What are the main money 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?	N/A
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. ● Audio (0:24) and (0:18) Ronald Reagan "welfare queen" campaign rhetoric, 1976. ● Graphic: "A summary of social assistance programs." ● Graphic: "Benefits and Services for Low Income Individuals." House Ways and Means Human Resources Subcommittee, Nov 3, 2015 ● Video (2:13:04) "Siebel Scholars Conference on Class Warfare in America." UC Berkeley, October 13, 2012.	Day 4
Week 04 Graphic Content Advisory	N/A
Week 04 Group Reading Response	Day 4
Week 04 Individual Reading Response	Response: Day 4 Reply: 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	N/A

● 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. ● Video (7:32) "Fear the Boom and Bust: Keynes vs. Hayek Rap Battle." EconStories, January 25, 2010. ● Video (10:09) "Fight of the Century: Keynes vs. Hayek Rap Battle Round Two." EconStories, April 27, 2011.	Day 4
Week 05 Discussion 01: Wage Policy and Jobs Programs	*Response*: Day 5 *Reply:* Day 7
Week 05 Assignment 01: Paper #1	Day 7
Week 05 Peer Evaluations via CATME	Day 7
Week 06 - Housing Policy	
Learning Activity	Due Date
Readings ● Rothwell, Jonathan (2015) "Sociology's revenge: Moving to Opportunity (MTO) revisited." Brookings. ● Chetty, Raj, Nathaniel Hendren, and Lawrence F. Katz (2015) "The effects of exposure to better neighborhoods on children: New evidence from the moving to opportunity experiment." Harvard University and NBER. ● Curley, A. (2005) "Theories of urban poverty and implications for public housing policy." *Journal of Sociology and Social Welfare,* 32(2), 97-119. ● 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 ● McClure, Kirk (2006) "The low income housing tax credit program goes mainstream and moves to the suburbs" *Housing Policy Debate* 17(3): 419-446. **Related Reading (optional)** ● Freeman, Lance (2006) "Comment on Kirk McClure's 'The low-income housing tax credit program goes mainstream and moves to the suburbs.'" Housing Policy Debate 17(3): 447-459. ● Varady, David P. (2006) "Comment on Kirk McClure's 'The low-income housing tax credit program goes mainstream and moves to the suburbs.'" Housing Policy Debate 17(3): 461-472. ● 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.	Day 4

Key Questions	N/A
● 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. ● Podcast: Is the American Dream Really Dead? (41:18), January 18, 2017 ● Video (42:45) "The subprime virus." Katherine Engel & Raphael Bostic, 2011. ● Video (11:37) "Renting versus Buying a Home." Khan Academy. December 31, 2013. ● Graphic: "A summary of public housing programs."	Day 4
Live Session	Day 4
Week 06 Checkpoint 01: New Student Teams	N/A
Week 06 Team Reading Response	Day 4
Week 06 Individual Reading Response	Response: Day 4 Reply: Day 7
Week 06 Discussion 01: Housing and Neighborhood Policy	Response: Day 5 Reply: 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." ● Leach, W. (2017) "Is Social Security Going Bankrupt?"	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?	N/A
Instructional Materials	Day 4

● 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.	
Week 07 Checkpoint 01: Field work required next week	N/A
Week 07 Team Reading Response	Day 4
Week 07 Individual Reading Response	Response: Day 4 Reply: Day 7
Week 07 Discussion 01: Eldercare	Response: Day 5 Reply: 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 community-based participatory research." *Journal of General Internal Medicine* 18:568-575. ● Wolch, J. R., Byrne, J., & Newell, J. P. (2014). "Urban green space, public health, and environmental justice: The challenge of making cities 'just green enough'." *Landscape and Urban Planning* 125:234-244. ● World Health Organization. (2008) "Cities and Public Health Crises."	Day 4
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 is environmental justice, and how can urban planners pursue it? ● What are the major health risks for urban dwellers in the U.S. and internationally?	N/A
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.	Day 4

● Video (9:50) "A Profile of Carl Anthony, Environmental Justice Pioneer." ● Video (4:33) "A Tale of Two Zip Codes." Narrated by George Takei. The California Endowment. April 18, 2016.	
Live Session	Day 4
Week 08 Team Reading Response	Day 4
Week 08 Individual Reading Response	Response: Day 4 Reply: Day 7
Week 08 Individual Assignment 01: Adult	Day 7

Week 09 - Health and Disability Policy	
Learning Activity	Due Date
Readings ● Kraus, Lewis. (2017). *2016 Disability Statistics Annual Report.* Durham, NH: 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?	N/A
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 Joffe-Walt, 2013.	Day 4
Week 09 Checkpoint: Viewing The Wire	N/A
Week 09 Discussion 01: Disability Programs	Response: Day 5 Reply: Day 7
Week 09 Assignment 01: Paper #2	Day 7
Week 09 Peer Evaluation via CATME	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). ● Ross, Robert K. (2015) Place: The Final Frontier." Chapter 5 in *Place-Based Initiatives in the Context of Public Policy and Markets,* Elwood M. Hopkins and James M. Ferris, eds. Sol Price School of Public Policy, University of Southern California, pp. 77-81. ● 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. ● Hamilton, G. and C. Michalopoulos (2016) "Job search or basic education participation first: Which Improves Welfare Recipients' Earnings More in the Long Term?" MDRC.	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?	N/A
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
Week 10 Checkpoint 01: New Student Squads	N/A
Week 10 Squad Reading Response	Day 4
Week 10 Individual Reading Response	Response: Day 4 Reply: Day 7
Week 10 Discussion 01: Redevelopment Agencies	Response: Day 5 Reply: Day 7
Week 11 - Immigration and Migration Policy	
Learning Activity	Due Date

Learning Activity	Due Date
Readings ● Su, R. (2010) "Immigration as urban policy." Fordham Urban Law Journal, 38(1), 363-391. ● USC Price (2016) "Myers contributes to NAS study on immigration's impact on economy." ● NAS (The National Academies of Sciences, Engineering, and Medicine). (2016). *The Economic and Fiscal Consequences of Immigration.* Washington, DC: The National Academies Press. doi: 10.17226/23550, Summary and Introduction, **pp 1-22.** ● 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.	Day 4
Key Questions ● What are the economic and fiscal 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?	N/A
Instructional Materials ● Podcast (36:32) Prof. Lisa Schweitzer interviews Prof. Manuel Pastor, circa 2013. ● Data Visualization: 200 Years of Immigration to the U.S., Natalia Bronshtein, StatNews.com, January 31, 2017.	Day 4
Week 11 Squad Reading Response	Day 4
Week 11 Individual Reading Response	Response: Day 4 Reply: Day 7
Week 11 Discussion 01: Birthright Citizenship	Response: Day 5 Reply: Day 7
Week 12 - The Wire	
Learning Activity	Due Date
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."	Day 4
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?	N/A
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**	Day 4

● Simon, D. (2006) The Wire: Season Four [Television series]. Los Angeles: HBO, Episodes 1-8.	
Live Session	Day 4
Week 12 Graphic Content Advisory	N/A
Week 12 Squad Reading Response	Day 4
Week 12 Individual Reading Response	Response: Day 4 Reply: 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" **Related Readings** ● Campanella, E. (2016) "Is It Time to Abandon GDP?" *Project Syndicate,* Nov. 4, 2016. ● CDC (Centers for Disease Control) (2011) "Ten Great Public Health Achievements - United States, 2001-2010." *Morbidity and Mortality Weekly Report* 60(19):619-623. ● Helliwell, J., Layard, R., & Sachs, J. (2016). *World Happiness Report 2016.* New York: Sustainable Development Solutions Network. ● Light, Paul C. (2000) "Government's Greatest Achievements of the Past Half Century." *Brookings Reform Watch* No. 2, November 2000. ● Sherraden, Michael (2013) "Grand Accomplishments in Social Work."American Academy of Social Work and Social Welfare. Baltimore, MD.	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?	N/A
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.	Day 4

Learning Activity	Due Date
● Multimedia: OECD Better Life Index, www.oecdbetterlifeindex.org/	
Week 13 Discussion 01: Exceptional Americanism	Response: Day 5 Reply: Day 7
Week 13 Peer Evaluation via CATME	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?	N/A
Instructional Materials ● Multimedia "Why America's schools have a money problem." NPR, April 18, 2016. ● Video (6:24) "Boston public schools pre-K program." RestoringOpportunity.com ● 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 Session	Day 4
Week 14 Discussion 01: Education Policy	Response: Day 5 Reply: Day 7
Week 14 Assignment 01: Paper #3	Day 7
Week 15 - Exam	

Learning Activity	Due Date
Week 15 Checkpoint 01: Course Evaluation	Day 5
Week 15 Individual Assignment 01: Exam	Day 7