USC Price

Sol Price School of Public Policy
Graduate Programs in Public Administration

PPD 628

Urban Planning and Social Policy

4 Units

Term
Fall 2021

Lead Instructor
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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, 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

Book: None

Articles: All articles are available through a Google Drive folder linked within the Blackboard course.

Instructional Materials: Supplied in Blackboard 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 to complete each week's assignments.

Grading

Evaluation Categories	Grading Scale	Number and Weighting	Total Weight
Group Reading Responses	0-20 points	9 @ 3%	27%
• Individual contribution to group reading responses.	0-100 points	3 @ 4%	12%
Individual Reading Responses	0-20 points	9 @ 1% each	9%
Short Essay & Discussions	0-20 points	6 @ 2% each	12%
Neighborhood Walking Audit	0-100 points	1 @ 10% each	10%
Individual Papers (keep best 2 paper grades out of 3)	0-100 points	2 @ 15% each	30%

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 (39%)

Group Reading Response (27%): Students will work in groups of three to five classmates. You will collaborate with your group 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 on

Day 5. 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 contribution to group reading responses (12%): 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.)

Individual Work (61%)

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 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.

Short Essay & Discussions (12%):

Six short essay discussions (2% each) 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.

Neighborhood Walking Audit (10%)

In Week 10, students will conduct a neighborhood walking audit to document aspects of the built and natural environment that affect health, safety, and sustainability. Findings are to be documented in a 3-page memo (plus supporting materials and references) addressed to a local planning official.

Paper Assignments (30%):

Two long-form paper assignments, each approximately 2,500 words plus references, will count toward the course grade (15% each). To provide some flexibility in the scheduling, students may choose from the following three opportunities, or complete all three papers and retain the two highest grades:
- Week 05: Paper #1 (choose one of several topics or propose your own)
- Week 09: Paper #2 (choose one of several topics or propose your own)
- Week 14: Paper #3 (choose one of several topics or propose your own)

Grading Rubrics

The following rubric applies to group reading responses, individual reading responses, and discussions. Up to 8 points (of 20) will be deducted for posts lacking the required number replies to classmates.

Objective/ Criteria	Superior	Proficient	Partially Proficient	Incomplete
Grading Rubric for Discussions and Reading Responses (20 points)				
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 illuminating (4)	Details and evidence are 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:

- When addressing a contested topic, one way to strengthen your response is to fairly articulate both sides of the controversy. Analytical arguments that take a side 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 grasp of the assigned readings, consider citing other outside sources. This helps you integrate your new knowledge from PPD 628 with your prior knowledge.
- 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 (100 points)				
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)	Missing critical components. Poor transitions, inconsistencies in coherence, or lacking a point of view or perspective on the assignment. (22)	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. Displays a clear understanding of the assignment. Written 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. May lack application or integration of course materials. (26)	Evidence and details lack elaboration or are repetitive. 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 clear, concise, inviting, and 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 six Live Sessions conducted in Zoom according to the schedule below.

Thursdays, 6:00-7:30 p.m. Pacific:

- Week 02: September 9
- Week 04: September 23
- Week 08: October 21
- Week 10: November 4
- Week 12: November 18
- Week 14: December 2

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/research-and-scholarship-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
usc-advocate.symplicity.com/care_report/index.php/pid135372?
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response.

The Office of Student Accessibility Services - (213) 740-0776
osas.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

<table>
<tr><td colspan="2" align="center">Week 01 - Introduction to Social Policy</td></tr>
<tr><td align="center">Learning Activity</td><td align="center">Due Date</td></tr>
<tr>
<td>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?

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<td>N/A</td>
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<td>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.

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<td>Day 4</td>
</tr>
<tr>
<td>Instructional Materials

Video (9:17) Overview of Week 1 Readings, Bill Leach, September 3, 2015.
"A Timeline of Major Social Welfare Events." Lisa Schweitzer.
Graphic: "Benefits and Services for Low Income Individuals." House Ways and Means Human Resources Subcommittee, Nov 3, 2015
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.

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<td>Day 4</td>
</tr>
<tr><td>Week 01 Checkpoint: New Student Groups</td><td>N/A</td></tr>
<tr><td>Week 01 Discussion: Introductions</td><td>Response: Day 5
Reply: Day 7</td></tr>
<tr><td colspan="2" align="center">Week 02 - Race, Gender, and Social Policy</td></tr>
<tr><td align="center">Learning Activity</td><td align="center">Due Date</td></tr>
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<td>Key Questions

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?
How can the concepts of equality, equity, systemic racism, and race-neutrality inform our approach to social policy and urban planning?

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<td>N/A</td>
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<tr>
<td>Reading

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.
Squires, G. & D. Kubrin (2006, Fall) "Privileged places." Shelterforce Online, 147.
Gunn, D. (2016) "The Problem with Race-Neutral Policies." Pacific Standard, June 27.

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<td>Day 4</td>
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Related Reading (optional)
- 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, 2014.
- Knott, J and B. Reiss (2015) "When women don't lead, we pay a high price." *The Sacramento Bee,* May 14, 2015.
- Goetz, Edward G., Rashad A. Williams, and Anthony Damiano (2020) "Whiteness and urban planning." *Journal of the American Planning Association,* 86(2):142-156.
- Starke, Anthony M., Nuri Heckler, and Janiece Mackey (2018) "Administrative racism: Public administration education and race." *Journal of Public Affairs Education* 24:469-489.
- powell, john, Stephen Menendian, and Wendy Ake (2019) "Targeted Universalism: Policy & Practice." Haas Institute for a Fair and Inclusive Society, University of California, Berkeley.

Instructional Materials ● 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 (12:04) "White Guilt and the End of the Civil Rights Era." NPR, May 5, 2006 ● Podcast (34:27) "Targeted Universalism, with john a. powell" May 8, 2019.	Day 4
Week 02 Live Session	Day 1
Week 02 Group Reading Response	Day 5
Week 02 Individual Reading Response	Day 7
Week 02 Discussion: Social Privilege Questionnaire	Response: Day 5 Reply: Day 7

Week 03 - Theories of Poverty and Economic Mobility	
Learning Activity	**Due Date**
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
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. ● Brady, D. (2019) "Theories of the Causes of Poverty." *Annual Review of Sociology* 45:155-175.	Day 4

- Pew Charitable Trust (2012) Pursuing the American Dream: Economic Mobility Across Generations. - Chetty, Raj , David Grusky, Maximilian Hell, Nathaniel Hendren, Robert Manduca, Jimmy Narang (2017) "The fading American dream: Trends in absolute income mobility since 1940." *Science* 356: 398-406. **Related Readings (optional)** - NAS (National Academy of Sciences) (2019) "Ten Policy and Program Approaches to Reducing Child Poverty." Chapter 5 in *A Roadmap to Reducing Child Poverty.* Washington, DC: The National Academies Press. https://doi.org/10.17226/25246. - Giordono, Leanne S., Michael D. Jones, and David W. Rothwell (2019) "Social Policy Perspectives on Economic Inequality in Wealthy Countries" *Policy Studies Journal* 47(S1):S96-S118.	
Instructional Materials - 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. - Podcast (36:00) "The Scarcity Trap: Why We Keep Digging When We're Stuck In A Hole" Hidden Brain, NPR, April 2, 2018.	Day 4
Week 03 Group Reading Response	Day 5
Week 03 Individual Reading Response	Day 7
Week 03 Discussion: Spent	Response: Day 5 Reply: Day 7

Week 04 - Social Policy Pitfalls, Part 1: Perverse Incentives

Learning Activity	Due Date
Key Questions - Does welfare discourage work? - Do means-tested programs (e.g. food stamps) or conditional programs (e.g. unemployment insurance) have unintended consequences? What can be done to mitigate them?	N/A
Readings - 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. - Negowetti, Nicole E. (2018) "The SNAP sugar-sweetened beverage debate: Restricting purchases to improve health outcomes of low-income Americans." *Journal of Food Law & Policy* (14)1: 83-110. - Thom, Michael (2021) "Tax Your Sins, Experts Say." Chapter 1 in *Taxing Sin.* Palgrave Macmillan. **Related Reading (optional)** - Paarlberg, R., Mozaffarian, D., Micha, R., & Chelius, C. (2018). "Keeping soda in SNAP: Understanding the other iron triangle." *Society,* 55(4): 308-317.	Day 4
Instructional Materials	Day 4

- 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. - Podcast (32:01) "The Original Welfare Queen." Code Switch, NPR, June 5, 2019. - Video (2:13:04) "Siebel Scholars Conference on Class Warfare in America." UC Berkeley, October 13, 2012.	
Week 04 Live Session	Day 1
Week 04 Group Reading Response	Day 5
Week 04 Individual Reading Response	Day 7

Week 05 - Social Policy Pitfalls, Part 2: Fraud, Red Tape, Stigma	
Learning Activity	Due Date
Key Questions - Is fraud a major problem for social welfare programs? What can be done about it? - How many people who are eligible for benefits do not receive them due to red tape, stigma, or other obstacles? What can be done about it?	N/A
Readings - 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. - Penzenstadler, Nick (2020) "How scammers siphoned $36B in fraudulent unemployment payments from US." *USA TODAY,* December 30, 2020 https://www.usatoday.com/in-depth/news/investigations/2020/12/30/unemployment-fraud-how-international-scammers-took-36-b-us/3960263001/ - McGreevy, Patrick (2020) "California dropped its guard before it was hit with $2 billion in unemployment fraud." *Los Angeles Times,* December 21, 2020. https://www.latimes.com/california/story/2020-12-21/california-precautions-ignored-employment-development-department - Cowley, Stacy (2020) "Spotting $62 Million in Alleged P.P.P. Fraud Was the Easy Part." *New York Times,* August 28, 2020, updated December 2, 2020. - Tracy, Ryan (2020) "Evidence of PPP Fraud Mounts, Officials Say." Wall Street Journal, Updated Nov. 8, 2020. - Associated Press (2020) "U.S. government checks constituted 40% of farmers' income in 2020: USDA" Market Watch, December 31, 2020. https://www.marketwatch.com/story/u-s-government-checks-constituted-40-of-farmers-income-in-2020-usda-01609444429 - Henry, Jason (2020) "Former Carson mayor could add millions to his pension if water district hires him to 6-month job." *Pasadena Star News,* December 16, 2020.	Day 4
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. - Video (1:22) "Ohio school district changes its policy after 9-year-old student is 'lunch shamed'." NBC News, September 10, 2019. - Video (7:12) "Can schools spare kids 'lunch shaming' while still paying the bills?" PBS NewsHour, July 30, 2019.	Day 4

Week 05 Assignment: Paper #1	Day 7
Week 05 Peer Evaluations via CATME	Day 7

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<tr><td colspan="2" style="background:#FFC107;text-align:center">Week 06 - Universal Approaches to Social Policy</td></tr>
<tr><td style="text-align:center">Learning Activity</td><td>Due Date</td></tr>
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Learning Activity	Due Date
Key Questions ● Can universal approaches address common social policy pitfalls? ● What are the pros and cons of Universal Basic Income (UBI) proposals? ● Do minimum wage policies help or hurt low-wage workers? ● What are the pros and cons of the EIC vs. minimum wage policies? ● To stimulate the economy during recessions, what are the pros and cons of job stimulus programs and temporary tax cuts?	N/A
Readings ● Titmuss, Richard (1967) "Universalism versus Selection." In Pierson, et al., Eds. (2014) *The Welfare State Reader (3rd ed.),* pp. 38-45. ● Schweitzer, Lisa (201) "Op-Ed: Should COVID relief payments go to everyone or target only the truly needy?" *Los Angeles Times,* January 5, 2021. ● Hoynes, Hilary and Jesse Rothstein (2019) "Universal Basic Income in the United States and Advanced Countries." *Annual Review of Economics* 11:929-58. ● CBO – Congressional Budget Office (2019) - The Effects on Employment and Family Income on Increasing the Federal Minimum Wage. ● Sanderson, Allen R. (2014) "Why mandating higher minimum wage isn't best way to address poverty." Op-Ed. *Los Angeles Times.* ● Clemmitt, Marcia, et al. (2009) "Public works projects: Do they stimulate the economy more than tax cuts?" *CQ Researcher* 19(7):153-176. **Related Readings (optional)** ● powell, john, Stephen Menendian, and Wendy Ake (2019) "Targeted Universalism: Policy & Practice." Haas Institute for a Fair and Inclusive Society, University of California, Berkeley. ● Bidadanure, Juliana Uhuru (2019) "The Political Theory of Universal Basic Income." *Annual Review of Political Science* 22:481–501. ● Kearney, Melissa S. and Magne Mogstad (2019) "Universal Basic Income (UBI) as a Policy Response to Current Challenges." Aspen Economic Strategy Group, The Aspen Institute.	Day 4
Instructional Materials ● Video (9:16) "Swiss consider welfare overhaul with guaranteed income." PBS Newshour, April 7, 2014. ● Video (4:09) "Martin Luther King Jr.'s Vision For Economic Justice." NPR, All Things Considered, January 18, 2021. ● 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 06 Checkpoint: New Student Teams	N/A
Week 06 Team Reading Response	Day 5
Week 06 Individual Reading Response	Day 7

Week 07 - Neighborhoods and Urban Planning	
Learning Activity	Due Date
Key Questions ● How does the people-vs-place dichotomy help guide our approach to social policy and urban planning? ● How does neighborhood form and function affect human welfare? How can neighborhoods be better planned to promote economic mobility?	N/A
Readings ● Bostic, R. (2016) "When Your House Is Not a Home: The Tragedy of Concentrated Poverty." USC Bedrosian Center, March 24, 2016. ● Crane, Randall and Michael Manville (2008) "People or place? Revisiting the who versus the what of urban development." Land Lines, July:2-7. ● 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. ● Curley, A. (2005) "Theories of urban poverty and implications for public housing policy." *Journal of Sociology and Social Welfare,* 32(2), 97-119. ● 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.	Day 4
Instructional Materials ● Podcast (41:18) "Is the American Dream Really Dead?" Freakonomics, January 18, 2017. ● Video (4:06) "Former Secretary of HUD Henry Cisneros on the evolution and future of place-based initiatives." USC Price, May 6, 2015.	Day 4
Week 07 Team Reading Response	Day 5
Week 07 Individual Reading Response	Day 7
Week 08 – Affordable Housing and Gentrification	
Learning Activity	Due Date
Key Questions ● What are the major public policies and programs that affect the price and quality of housing? ● 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? ● Is gentrification an issue that urban planners should be concerned about? If so, what should they do?	N/A
Readings ● 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

• Lyons, Christina (2018) "Affordable housing shortage: Can new policies increase the supply?" *CQ Researcher* 28:193-216. • McClure, Kirk (2006) "The low income housing tax credit program goes mainstream and moves to the suburbs" *Housing Policy Debate* 17(3): 419-446. • Greenblatt, Alan (2015) "Gentrification. Are the young and wealthy displacing the urban poor?" *CQ Researcher* 25:169-192 • Vives, Ruben (2017) <u>"A community in flux: Will Boyle Heights be ruined by one coffee shop?"</u> *Los Angeles Times,* July 18, 2017. • James, Julissa (2019) <u>"The Free Cafe wants to talk about gentrification. But some say it's part of the problem."</u> *Los Angeles Times,* December 8, 2019*.* **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. • Crisman, Jonathan and Annette Kim (2019) "Property outlaws in the Southland: The potential and limits of guerrilla urbanism in the cases of arts gentrification in Boyle Heights and street vending decriminalization in Los Angeles." *URBAN DESIGN International* 25:179–191. • Brown-Saracino, Japonica (2017) "Explicating Divided Approaches to Gentrification and Growing Income Inequality." *Annual Review of Sociology* 43:515–39.	
Instructional Materials • Video (11:37) "Renting versus Buying a Home." Khan Academy. December 31, 2013. • Graphic: "A summary of public housing programs."	Day 4
Week 08 Live Session	Day 1
Week 08 Team Reading Response	Day 5
Week 08 Individual Reading Response	Day 7

Week 09 - Transportation Policy	
Learning Activity	Due Date
Key Questions • What is the role of Transit Oriented Development (TOD) in creating livable communities? • Where do transportation policy and social policy intersect?	N/A
Readings • Jamme, H. T., Rodriguez, J., Bahl, D., & Banerjee, T. (2019) "A twenty-five-year biography of the TOD concept: From design to policy, planning, and implementation." *Journal of Planning Education and Research,* 39(4), 409-428. • NAS (National Academies of Sciences, Engineering, and Medicine) (2018) *Critical Issues in Transportation 2019.* Washington, DC: The National Academies Press. **Related Reading (optional)** • Marcantonio, R. A., *Golub*, A., Karner, A., & Nelson Dyhle, L. (2017) "Confronting inequality in metropolitan regions: Realizing the promise of civil rights and environmental justice in metropolitan transportation planning." *Fordham Urban Law Journal* 44(4), 1017-77.	Day 4

Instructional Materials ● Graphic: Shifting ideas in transportation policy. Susan Handy, March 2, 2021 ● Podcast (3:36): "Amid Climate And Housing Crises, Cities Struggle To Place Housing Near Transit." All Things Considered, NPR, February 16, 2020.	Day 4
Week 09 Checkpoint: Field work required next week	N/A
Week 09 Assignment: Paper #2	Day 7
Week 09 Peer Evaluation via CATME	Day 7

Week 10 - Health and the Built Environment	
Learning Activity	Due Date
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 social costs of preventable chronic disease and disability, and how do they relate to urban planning and social policy?	N/A
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. ● Boeing, Geoff (2016) "How our neighborhoods lost food, and how they can get it back." *Progressive Planning* 206: 35-37	Day 4
Instructional Materials ● 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 (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. ● Video (4:08) "How systemic racism shaped the ecosystems of U.S. cities." Meagan Cantwell, *Science,* October 9, 2020. doi:10.1126/science.abf1918.	Day 4
Week 10 Checkpoint: New Student Squads	N/A
Week 10 Live Session	Day 1
Week 10 Squad Reading Response	Day 5
Week 10 Individual Reading Response	Day 7
Week 10 Assignment: A walking audit of your neighborhood	Day 7

Week 11 - Aging Policy	
Learning Activity	**Due Date**
Key Questions ● What are the key principles of age-friendly urban design? ● How should society ensure basic financial and emotional security for seniors? ● How should society balance support for working-age adults and retirees?	
Readings ● Rémillard-Boilard, Samuèle (2018) "The development of age-friendly cities and communities." In *Age-friendly cities and communities: A global perspective.* Edited by Tine Buffel, Sophie Handler and Chris Phillipson. Bristol University Press; Policy Press. ● Servat, Caroline and Nora Super (2019) *Age Forward Cities for 2030.* Milken Institute Center for the Future of Aging. ● Gammon, Katharine (2020) "How can cities adapt to the needs of their aging populations?" *USC News.* September 1, 2020. https://news.usc.edu/166817/aging-in-cities-transportation-home-design-education-usc-experts/ ● Butler Stuart M. and Carmen Diaz (2015) "How 'villages' help seniors age at home." USC-Brookings Schaeffer on Health Policy. **Related Reading (optional)** ● Buffel, Tine, Sophie Handler and Chris Phillipson, editors. (2018) Age-friendly cities and communities: A global perspective. Bristol University Press; Policy Press. https://uosc-primo-exlibrisgroup-com.libproxy2.usc.edu/permalink/01USC_INST/hs9vaa/alma991043427197403731 ● Erickson, Claire (2019) "Supporting the diffusion of senior villages." *Journal of Science Policy & Governance* 14(1). ● Grigoryeva A. (2017) "Own Gender, Sibling's Gender, Parent's Gender: The Division of Elderly Parent Care among Adult Children." *American Sociological Review* 82(1):116-146 ● Help the Aged (2007) "What makes a city age-friendly?" [Brochure]. London. ● World Health Organization (2007) *Global age-friendly cities: A guide.* ● Vaupel, J. W. & Loichinger, E. (2006) "Redistributing work in aging Europe." *Science,* 312, 1911-1913. ● Leach, W. (2017) "Is Social Security Going Bankrupt?"	Day 4
Instructional Materials ● Slideshare: "Obamacare subsidies and the American welfare state." William D. Leach, April 6, 2015. ● "A Workable Alternative to Nursing Homes in Vermont: Adult Family Care." Emily Corwin. Weekend Edition Saturday, NPR. April 27, 2019.	Day 4
Week 11 Squad Reading Response	Day 5
Week 11 Individual Reading Response	Day 7
Week 11 Discussion: Eldercare	Response: Day 5 Reply: Day 7

Week 12 - Immigration Policy	
Learning Activity	**Due Date**
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
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
Instructional Materials ● Data Visualization: 200 Years of Immigration to the U.S., Natalia Bronshtein, StatNews.com, January 31, 2017.	Day 4
Week 12 Live Session	Day 1
Week 12 Squad Reading Response	Day 5
Week 12 Individual Reading Response	Day 7
Week 13 - Measuring and Tracking Social Welfare	
Learning Activity	**Due Date**
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
Readings ● Helliwell, J.F., R. Layard, J.D. Sachs, J. De Neve, L.B. Aknin, and S. Wang (2021) *World Happiness Report 2021.* https://worldhappiness.report/ ● Multimedia: OECD Better Life Index, Overview. http://www.oecdbetterlifeindex.org ● Multimedia: OECD Better Life Index, United States. http://www.oecdbetterlifeindex.org/countries/united-states/ **Related Readings (optional)** ● Lutz, W., E. Striessnig, A. Dimitrova, S. Ghislandi, A. Lijadi, C. Reiter, S. Spitzer, D. Yildiz (2021) "Years of good life is a well-being indicator designed to serve research on sustainability." *Proceedings of the National Academy of Sciences* 118 (12). https://www.pnas.org/content/118/12/e1907351118	Day 4

Learning Activity	Due Date
● OECD (2020) *How's Life? 2020: Measuring Well-being.* OECD Publishing, Paris. ● UNDP (2020) Human Development Report 2020. https://report.hdr.undp.org/ ● Campanella, E. (2016) "Is It Time to Abandon GDP?" *Project Syndicate,* Nov. 4, 2016. ● Sherraden, Michael (2013) *Grand Accomplishments in Social Work*. American Academy of Social Work and Social Welfare. Baltimore, MD. ● CDC (Centers for Disease Control) (2011) "Ten Great Public Health Achievements - United States, 2001-2010." *Morbidity and Mortality Weekly Report* 60(19):619-623. ● Light, Paul C. (2000) "Government's Greatest Achievements of the Past Half Century." *Brookings Reform Watch* No. 2, November 2000.	
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
Week 13 Discussion: Exceptional Americanism	Response: Day 5 Reply: Day 7
Week 13 Peer Evaluation via CATME	Day 7

Week 14 - Criminal Justice Policy	
Learning Activity	Due Date
Key Questions ● How much crime is there? What are the trends? ● What are the leading theories crime prevention? ● How many Americans are incarcerated? What are their demographics? What are the trends? ● Are there viable alternatives to incarceration? (Diversion, decriminalization, "defund the police," etc.) ● How can individuals recover from conviction and incarceration, and how can public policy help?	N/A
Readings ● Jackman, Tom (2021) "After crime plummeted in 2020, Baltimore will stop drug, sex prosecutions." *Washington Post.* March 26, 2021. ● Ciudad-Real, Victoria, John Roberson III, Carolina Bhalla, Gary Painter, Jeffrey Wallace (2021) *Policy Brief: U.S. Fair Chance Legislation.* USC Sol Price Center for Social Innovation. https://socialinnovation.usc.edu/research/criminal-justice/ ● Vermeer, Michael J. D., Dulani Woods, and Brian A. Jackson (2020) "Would law enforcement leaders support defunding the police? Probably, if communities ask police to solve fewer problems." RAND Corporation. **Related Readings (optional)** ● FBI Uniform Crime Reporting Program (2020) "Crime in the United States 2019." https://ucr.fbi.gov/crime-in-the.u.s/2019/crime-in-the.u.s.-2019 ● California Department of Justice (2020) *Crime in California 2019.* ● Craigie, Terry-Ann, Ames Grawert, and Cameron Kimble (2020) *Conviction, Imprisonment, and Lost Earnings: How Involvement with the Criminal Justice System Deepens Inequality.* Brennan Center for Justice at New York University School of Law. ● Bird, Mia, Magnus Lofstrom, Brandon Martin, Steven Raphael, and Viet Nguyen (2018) *The Impact of Proposition 47 on Crime and Recidivism.* Public Policy Institute of	Day 4

California. ● Males, Mike (2020) "California's 2019 crime rate is the lowest in recorded state history." Fact sheet, Center on Juvenile and Criminal Justice ● Bazelon, Emily et. al (2018) *21 principles for the 21st Century prosecutor.* Brennan Center for Justice. https://www.brennancenter.org/issues/end-mass-incarceration/cutting-jail-prison-populations ● USC Price (2020) *Accelerating Fair Chance Hiring among Los Angeles Employers.*	
Instructional Materials ● Video (7:43) "'Defund the police': What does it mean?" Claire Hannah Collins and Robert Gourley, *Los Angeles Times,* June 13, 2020. ● Podcast (6:57) "Removing Cops from Behavioral Crisis Calls: 'We Need To Change The Model'." Eric Westervelt, All Things Considered, *NPR,* October 19, 2020. ● Graphic: "Crime trends in California 1960-2019." From *Crime trends in California.* Magnus Lofstrom and Brandon Martin (2021) Public Policy Institute of California. https://www.ppic.org/wp-content/uploads/JTF_CrimeTrendsJTF.pdf	Day 4
Week 14 Live Session	Day 1
Week 14 Assignment: Paper #3	Day 7

Week 15 - Education Policy	

Learning Activity	Due Date
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
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 **Related Reading (Optional)** ● 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
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,	Day 4

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.	
Week 15 Discussion: Education Policy	Response: Day 5 Reply: Day 7
Week 15 Checkpoint: Course Evaluation	Day 7