

Public Affairs (LAF/PubAffr) 974-1, Spring 2011
Comparative and National Social Policy

SYLLABUS, SCHEDULE, AND REQUIRED READING LIST

INSTRUCTOR

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MEETING TIME and PLACE

Monday 9:00 a.m. to 10:55 a.m., 6116 Sewell Social Science

Please note that class will begin promptly at 9:00 a.m. You are expected to be in your seat by that time, please comply. Class will end by 10:55 a.m. and there will be a very short break.

OFFICE HOURS

Monday 12:00 - 2:00 p.m., **3420 SSSB or by appointment** (due to travel and management schedule)

In any case, check with me in class, and if you use email (usually fastest), copy David as he has my schedule. Or call 890-1317 and speak to David. Do one or the other of these *before* you come up to make sure the calendar is clear and/or I am in town.

COURSE DESCRIPTION

This course is designed to provide an overview of comparative cross-national social policy and the American system of public policy toward human resources, i.e., social policy, with added emphasis on other nations' approaches to social welfare policy. The other nations include the rich OECD nations as well as emerging middle income countries (MICs) in Asia and Latin America. We will segment social welfare policy into three major branches: health, education and welfare (income security policy). The lines among these categories are, however, often blurred. Similarly, "social policy" is delivered and financed by governments, faith based organizations (FBO's) nonprofit agencies ("NGOs"), employers, and even the family itself. Spending on "HEW" comprises more than 70 percent of total government spending in the United States and an even higher fraction in other rich nations. The amounts are lower but sometimes with greater effect in the MICs. Thus the topic is fiscally important. There will be some emphasis on cross-national policy analysis and the course will be 'foreign student friendly' in that each student can choose her or his own topic for the sequential paper.

What is emphasized in this course and curriculum includes "problem" or needs analysis, policy analysis, program development; and implementation (to some degree), and program evaluation. Disciplines of

economics, sociology, demography, history, political science, evaluation, psychology, law, management, and education all have important contributions to make to the realm of social policy, and to this class. The goal of the course is therefore to give the student an appreciation of the breadth and depth of “social policy” and the way that public policy analysts and administrators design, analyze, and evaluate it.

This course is composed of a series of short lectures and class discussions about the various elements of social policy, which can be addressed with some degree of analytic objectivity. Thus, poverty and income maintenance, welfare reform, health care policy, education policy, income distribution and urban problems are all part of the types of social problems, which we will address.

There will be two short assignments to be handed in; one group project; and one longer sequential paper in three parts: problem analysis, possible solutions, and pulling it all together.

There will be a good chance to express yourself both in writing and speaking in this course. There will be formal class presentations by groups of up to 3 students. Following the comments of previous classes, the required reading material has been condensed to shorter articles and class discussion time has been expanded. There will be two reading lists: one encompassing what is required reading which is mainly short articles. The other is a longer research reading list, available only online, and covering a much wider swath of research on a given topic. The research reading list ought to help you develop a sequential paper topic or prepare for a class presentation. ***Class lectures will not repeat the readings, rather they will briefly summarize and clarify them. Each outline will include a set of questions for student presentations, class discussion, or a class exercise.*** On average, we hope to have about 1/2 of each class for lecture and rest for discussion, not only of social problems, but also potential policy solutions to these problems.

COURSE REQUIREMENTS, ASSIGNMENTS, AND GRADES

Grades will be based on two brief reaction papers to class readings or handouts; a sequential (3-part) policy analysis paper, and group presentation/class participation. There is no final examination.

Points (of 100 possible)

- 30 **Two short assignments @ 15 points each** (3 page reaction papers), see descriptive handout for assignment for more; due as specified on the class schedule.
- 60 **Sequential Paper:** describe and critically analyze a specific social program, policy alternatives, and the pros and cons of each alternative. This paper will be due in 3 parts. Each section will be graded on 1) quality and thoroughness of analysis; 2) incorporation of research from academic and other sources; and 3) clarity and organization of presentation; timely completion of each part of the exercise. At each stage you will be able to revise the previous edition of the paper if you also hand in the graded original. See descriptive handout on the sequential paper for more. **The final draft of this paper is due on Monday, May 9th or earlier; no exceptions - no incompletes.**
- 10 **Quality of group presentations and of individual classroom participation, assessed all semester.**

Final letter grades will conform to graduate/professional school standards, regarding your grasp of material and competence in analyzing policy issues. These range from A (excellent, superior), AB (very good), B (average), BC (barely adequate), C (inadequate). The usual pattern of final grades for this class

are about 1/2 A or AB, about 1/2 B, a few stray BC's, and an occasional C. In "grading parlance", I am a "hard" A, and a "hard" C. But yes, I will fail people with C's if they don't make a good effort

Masters in International Relations and International Students

While most of the examples of policies in the class are drawn from United States experiences, the policy issues we address; e.g., child poverty, population aging, immigration, education and health care cost, quality, and access are multinational in scope. I will therefore add examples and we will read articles from the cross-national literature, and will encourage you to write your sequential policy analysis paper on a social policy topic of interest to you as it applies to your national situation or cross national situation and interests. In other words, this course is "international student friendly and designed to be for MIR students as well as MPP students.

Doctoral Students

While the class is mainly aimed at professional students, doctoral students are welcome. They should meet separately with me at the beginning of the semester to discuss their course and research objectives. In some cases the sequential paper will become a research paper suitable for journal submission if the student is so inclined. As you will see and hear many PhD student papers and a few masters papers were good enough to be published shortly after class ended

Academic Integrity

This course strictly adheres to the University of Wisconsin Honor System. Plagiarism will not be tolerated. Plagiarism or cheating on papers or assignments will be reported to the appropriate school and university authorities. I expect students to abide by the academic rules and regulations established by the University. These require students to "exhibit honesty in all academic endeavors. Cheating in any form is not tolerated, nor is assisting another person to cheat. The submission of any work by a student is taken as a guarantee that the thoughts and expressions in it are the student's own except when properly credited to another. Violations of this principle include giving or receiving aid where otherwise prohibited, fraud, plagiarism, or any other deceptive act in connection with academic work. Plagiarism is the representation of another's words, ideas, programs, formulae, opinions, or other products of work as one's own, either overtly or by failing to attribute them to their true source.

I take this extremely seriously. It is your responsibility as a student to understand what plagiarism is and how to correctly reference documents and attribute other peoples' arguments that you are citing. If you have any questions about what constitutes plagiarism, or how to make references in papers, see <http://www.uwstout.edu/stusrv/dean/facstaff/dishonesty.shtml>.

READING MATERIALS:

There is no assigned textbook for this class. And, you are asked to purchase one packet of readings; a set of class handouts will also be provided:

1. **A hard copy of the "required but not online" readings is in a course reader** which should be purchased from the Social Science Copy Center in 6120 Social Science. The copy center is open weekdays from 8:00AM-11:45PM and 12:30PM to 4:00PM. The reader will be available by January 31. Ask for course packet PA 974-1, Smeeding. The Reader will be approximately \$10. ***Most of the required readings are not in the course reader, but can be found "online" on the class homepage, as you will see below and on the class website.*** There is **no required textbook** for the course.

2. Lecture outlines and newspaper clippings will be provided, as will copies of initial readings for the first and second class lectures, and later some readings as they are published. You can get these in your LAF mailbox, picking them up in 3420 Social Sciences, or by mail
3. The required reading list follows. The longer reading list including research articles on given topics will be on Learn @ UW

LEARN@UW

All of the required “on-line” readings and a majority of the reference readings will be available on the Learn@UW class site. If you are having trouble accessing the course information on Learn@UW, please contact David Chancellor or Professor Smeeding

On this page, you will find each class outline as it appears on the hard copies that I will continue to bring to class. ***You will also find all of the required readings not in the class pack that you can directly click and download; also most reference readings can be found online.*** There is a large set of ***user-friendly and helpful websites*** where you can find up-to-date information on social policy related statistics and reports that might be useful. These sources often prove valuable for your sequential paper background research.

INTERNET FOR CLASS and CLASS LISTSERVE

Several class articles will be found on Learn@UW, not in the class reading pack. You may download these simply by clicking on the entry in the reading list on the class homepage which will get you directly to the correct article or website. ***If there is a problem with a link, please notify David [Chancellor](mailto:dchancel@ssc.wisc.edu) (dchancel@ssc.wisc.edu), or myself as soon as you have difficulty.*** From time to time during the year, I will use Learn@UW to add to readings or to give new addresses for readings and you will be notified by email about these readings

We will prepare a listserv for class notices, as soon as we have your preferred email addresses (See form distributed first day of class). ***In the meantime, we have used your UW email address. If you do not get a message from me before the second class please see or email David Chancellor and give him your preferred email address! I rely on the Internet for class messages, notes, comments on assignments, new readings of interest for the course, etc. Hence, everyone should have access to the Net and regularly read their e-mail to fully participate in the class.***

Pub Affairs (LAF) 974-1 KEY DATES AND BASIC SCHEDULE Spring 2011			
Week	Date	Lecture/Topic	Comments and Exercise (due date)
1	1/24	Introduction and Overview	Show up, having read a bit
2	1/31	Role of Government in Social Policy: Approaches, Values, and Institutions (Non-profits, FBO's and Private Market).	Get the "Big Picture" day on Values and Ideology
3	2/7	Doing Policy Analysis(Program Evaluation and Implementation) in Social Policy: Tools for You to Use; and Analytic Methods in the Social and Behavioral Sciences and for Social Programs	Sequential paper topic (one paragraph outline and barebones bibliography) due. Outline returned with comments on 2/14
4	2/14	Financing Income Security: The Poor, the Old, the Children, the Cost and the Deficit.	The 'stuff' begins, dollars first, then family, poverty, inequality, etc. Short Assignment #1 distributed
5	2/21	Social Policy Context: Family Change and Family Policy. //	Short Assignment #1 due
6	2/28	Social Policy Context: Poverty, Inequality, Immobility, and Economic Polarization. //	The changing and mostly unequal socioeconomic world
7	3/7	Human Capital Investment: Schooling, Job Training, and so on. //	One piece of puzzle; and preferred policy vehicle for enhanced social mobility? Sequential Paper Part I: Problem Analysis due.
8	3/21	Health and Health Care Systems: Focus on Families and Children.	
9	3/28	Health and the Health Care Systems: Focus on Families and Children, continued. //	Short Assignment #2 distributed
10	4/4	National Health Care System Reformed: What is New and What is left to be Done? //	Short Assignment # 2 due
11	4/11	Urban Social Policy: Neighborhoods, Housing, Jobs, Young Men, and Crime—The 'Low Income' Problem. //	
12	4/18	Employment, Income Transfers and Earnings — The 'Low Income' Poverty <i>and</i> Welfare Solution? //	Sequential paper part II: solution analysis due
13	4/25	Aging: Social Security, Risk Shifting. //	
14	5/2	Long Term Care and Disability. //	Last Class
Monday 5/9		Final Draft of Sequential Paper due in 3420 SSSB 3:00 p.m.	Sequential paper part III: Final Draft due
// = group presentation possibilities. See sign-up sheet passed out during first class.			

COURSE OUTLINE AND Combined (Required and Reference) READING LISTS:

Only articles marked with an * are required. Many of these (ones with * only) can be found in the class packet. Those readings marked *◇ are required and can be obtained from the class page on Learn@UW (they will not be found in the class packet but are online). The *◇ and * are all listed in the required reading list which will be distributed during the first class. The rest are in the online reference list. And ◇ alone means available on the web but not required. Finally the rest of the “reference reading” list is not required, but I have copies of all. And so all other papers or books listed on the website are ‘optional’ but are available to be checked out for up to 48 hours only, from my office shelves (recorded by David Chancellor), or by downloading from Learn@UW (for those marked ◇). These readings may help you further understand a particular issue or better develop a sequential paper topic on a particular issue. If a reading you borrow from me is not accounted for, you will not receive a final grade in the course

Those preparing class presentations will be given a particular set of material for those presentations. The readings under the heading “**some general policy approaches/suggestions**” are especially useful for policy solution presentations. These presentations will use likely a mix of *◇, ◇, and *, as well as the rest of the “research” reference list. Please be sure to read the assigned material **before** class. One objective of the course is **informed** discussion of social issues. One becomes informed by reading the assigned articles, then listening to the lecture, and then participating in the discussion and exercises.

Week 1

Jan. 24th: Introduction and Overview (Handed Out in LAF mailboxes and IRP on 18 January and to be Read *Before* Class). (Initial readings marked with a *◇ were copied for your convenience for the opening classes. After the first two weeks you will have to go to Learn@UW or the provided URL to *◇ and ◇ items).

*◇Cancian, Maria, and Sheldon Danziger. 2009. Introduction to *Changing Poverty and Changing Policies* (Russell Sage Press, NY), short version, pp 1-6. Available at <http://www.irp.wisc.edu/publications/focus/pdfs/foc262a.pdf>.

*◇Blank, Rebecca. 2008. “Decrease Poverty and Increase Opportunity.” Brookings Memo to the President Series. Brookings, Washington, DC. November 24th. Also at (<http://www.brookings.edu>).

*◇Blum, Barbara. 2010. “Obama’s Quiet War to Fight Poverty.” MDRC. December 1. Available at http://www.spotlightonpoverty.org/users/spotlight_on_poverty/documents/Blum_Spotlight_12012010.pdf.

*◇Halstead, T. 2003. “The American Paradox.” *Atlantic Monthly* (January/February):123–125. Available at <http://www.theatlantic.com/past/docs/issues/2003/01/halstead.htm>.

*◇Brooks, David. 2011. “The Achievement Test.” *New York Times*. January 3. Available at <http://www.nytimes.com/2011/01/04/opinion/04brooks.html>.

*◇Trumbull, Mark. 2010. “Eight ways the Great Recession has Changed America.” *Christian Science Monitor*. June 30. Available at <http://www.csmonitor.com/Business/2010/0630/Eight-ways-the-Great-Recession-has-changed-Americans>.

*◇Peck, Don. 2010. “How A Jobless Era will Transform America.” *The Atlantic*, March. Available at <http://www.theatlantic.com/magazine/archive/2010/03/how-a-new-jobless-era-will-transform-america/7919>.

*◇Leonhardt, David. 2010. "Comparing Recoveries: Job Changes." *New York Times*. December 3. Available at <http://economix.blogs.nytimes.com/2010/12/03/comparing-recessions-job-changes/>.

*◇Leonhardt, David. 2010. "What Else Would \$60 Billion Buy?" *New York Times*. December 4. Available at <http://www.nytimes.com/2010/12/05/weekinreview/05numbers.html>.

*◇Frank, Robert. 2010. "Income Inequality: Too Big to Ignore." *New York Times*. October 16. Available at <http://www.nytimes.com/2010/10/17/business/17view.html>.

*◇Brooks, David. 2011. "Buckle Up for Round 2." *New York Times*. January 6. Available at <http://www.nytimes.com/2011/01/07/opinion/07brooks.html?scp=1&sq=buckle%20up%20for%20round%202&st=cse>.

*◇Zernike, Kate. 2003. "Is Obesity the Responsibility of the Body Politic?" *New York Times*. October 10. Available at <http://query.nytimes.com/gst/fullpage.html?res=9406E2DC1339F93AA35752C1A9659C8B63>.

*◇Grier, Peter. 2005. "Social Security's Battle over Values." *Christian Science Monitor*. January 12. Available at <http://www.csmonitor.com/2005/0112/p01s03-uspo.html>.

*◇Sawhill, Isabelle V. 2002. "Is Lack of Marriage the Real Problem?" *American Prospect* 13(7): April. Available at <http://www.prospect.org/web/page.wv?section=root&name=ViewPrint&articleId=6208>.

*◇Norquist, Grover. 2004. "How Alternatives to the Welfare State Evolve." *The American Enterprise*. April/May.

For students to do:

Go to website and figure out YOUR Social Class

http://www.nytimes.com/packages/html/national/20050515_CLASS_GRAPHIC/index_01.html?adxnnl=1&adxnnlx=1182872281-8NLzSk77sAGnsljA2SOAIA

Week 2

January 31st: Role of Government in Social Policy: Approaches, Values, Non-Profits, and Privatization (Also handed out before class began)

*Ellwood, D. 1988. "Values and the Helping Conundrums." From *Poor Support: Poverty in the American Family*. New York: Basic Books, pp. 14-44 (Chapter 2).

*Bennett, Drake. 2003. "Doing Disservice; the Benefits and Limits of Volunteerism." *American Prospect* 14. October 9: A10-A11.

*Ellwood, D. 1989. "The Origins of 'Dependency': Choices, Confidence or Culture?" *IRP-Focus* 12(1): 6-13.

*Besharov, D. and M. Lopez. 1997. "Good Parents not Money." *Public Interest* Fall: 112-115.

*Starobin, P. 1998. "The Daddy State." *National Journal* (March 28): 678-683.

*◇Brooks, David. 2010. "The Geezer's Crusade" *New York Times*. Feb 2.

- *Purdy, J. 2003. "Suspicious Minds." *The Atlantic Monthly* (January/February): 82-86.
- *◇Brooks, D. 2005. "The Virtue of Virtue." *New York Times*. August 7.
—and in response—
- *◇Hage, D. 2005. "Moral Revival? Not with Both Eyes Open." *Minneapolis Star Tribune*. August 10.
- *◇Brooks, D. 2009. "The Values Question." *New York Times*. November 24.
- *◇Chapman, Steve. 2010. "The Case Against Motorcycle Helmet Laws." *Chicago Tribune*. November 25.
- *◇Belluck, Pam. 2010. "For Forgetful, Cash Helps the Medicine Go Down." *New York Times*. June 13.
- *◇Jauhar, Sandeep. 2010. "No Matter What, We Pay for Others' Bad Habits." *New York Times*. March 29.

Week 3

Feb. 7th: Doing Policy Analysis (Program Evaluation and Implementation) in Social Policy: Tools for You to Use; and Analytic Methods in the Social and Behavioral Sciences and for Social Programs.

Due: Sequential paper topical outline—one paragraph on topic and why you want to explore it and a barebones bibliography—due via email to Professor Smeeding at 3pm (see "Sequential Paper" handout for more).

(**Note:** Required Reading Pack begins with *Weimer and Vining, 1992, below; you can download *◇, the first one from the web as with others—those with just * are in class packet)

- *◇Weimer, D. L., and A. R. Vining. 2009. "Chapter 14: Landing on Your Feet." for *Policy Analysis: Concepts and Practice*. 5th edition. Englewood Cliffs, NJ: Prentice Hall.
- *Weimer, D. L., and A. R. Vining. 1992. "What is Policy Analysis?" (Chapter 1, pp.1-13) In *Policy Analysis: Concepts and Practice*. 2nd edition Englewood Cliffs, NJ: Prentice Hall.
- *Galster, G. 1996. "The Challenges for Policy Research in a Changing Environment." *The Future of the Public Sector Series*, No.7. Washington, DC: Urban Institute.
- *◇Haskins, Ron, Christina Paxson, and Jeanne Brooks-Gunn. 2009. "Social Science Rising: A Tale of Evidence Shaping Policy." Policy Brief, *Future of Children*. Fall. Available at http://futureofchildren.org/futureofchildren/publications/docs/19_02_PolicyBrief.pdf.
- *Weiss, Heather B., and Helen J. Malone. 2010. "A Conversation with Mike Smith." *Harvard Family Research Project: The Evaluation Exchange*. No. 1 (XV) Spring. P.12-13.
- *Bloom, Howard. 2010. "Nine Lessons about doing Evaluation Research." Downloaded January 10, 2011, from <http://www.mdrc.org/publications/575/presentation.html>.
- *"Children's Programs: A Comparative Evaluation Framework and Five Illustrations." GAO Report, GAO/PEMD-88-28BR, August 1988 (pp.6-21), Appendix II, Headstart (24-35) (SKIM). (<http://archive.gao.gov/t2pbat16/136936.pdf>).
- *Goldin, Rebecca. 2009. "Spinning Heads and Spinning News: How a Lack of Statistical Proficiency Affects Media Coverage." *Proceedings of the American Statistical Association*. October 8.

*Moore, K. A., B. V. Brown, and H. J. Scarupa. 2003. "The Uses (and Misuses) of Social Indicators: Implications for Public Policy." *Child Trends Research Brief*. 2003-01. Available at <http://www.childtrends.org/files/SocialIndicatorsRB.pdf>.

Week 4

Feb. 14th: Financing Income Security: The Poor, the Old, the Children, and especially the Cost and the Deficit. (Short Assignment #1 distributed)

*◇Committee for a Responsible Federal Budget. 2010. "CBO's Long Term Budget Outlook" http://crfb.org/sites/default/files/CBO_Long_Term_Budget_Outlook.pdf

*◇Social Security and Medicare Boards of Trustees. 2010. "Status of the Social Security and Medicare Programs: A Summary of the 2010 Annual Reports." (Including a message from the Public Trustees): 1-17. <http://www.ssa.gov/oact/trsum/index.html>

*◇Committee for a Responsible Federal Budget. 2010. "Ten Themes Emerging from the New Debt Reduction Plans." November 23. Available at http://crfb.org/sites/default/files/Ten_Themes_in_New_Debt_Plans.pdf.

*Committee for a Responsible Federal Budget. 2010. "Summary Table of Fiscal Plans." November 29. (to be handed out in class as well).

*◇Burtless, Gary. 2010. "Crisis No More: The Success of Obama's Stimulus Program." *Pathways*. Summer. Available at http://www.brookings.edu/~media/Files/rc/articles/2010/0817_stimulus_success_burtless/0817_stimulus_success_burtless.pdf.

*◇Richard Burkhauser, Robert Moffitt, and John Karl Scholz. 2011. "Transfers and taxes and the low-income population: Policy and research trends." *Focus* 27:2. Available at <http://www.irp.wisc.edu/publications/focus/pdfs/foc272d.pdf>

*◇Sawhill, Isabel. 2010. "Why Deficit Reduction is Necessary and Need Not Hurt the Poor." *Spotlight on Poverty and Opportunity*. October 18. Available at http://www.brookings.edu/opinions/2010/1018_deficit_reduction_sawhill.aspx

*◇Haskins, Ron. 2010. "Means Tested Programs Should Bear Part of the Deficit Burden." *Spotlight on Poverty and Opportunity*. November. Available at http://www.brookings.edu/opinions/2010/1115_means_tested_programs_haskins.aspx

*Rivlin, A. M. 2002. "Another State Fiscal Crisis: Is There a Better Way?" Policy Brief No. 23 (December). Washington, DC. Available at <http://www.brookings.edu/es/wrb/publications/pb/pb23.htm>.

*Wildavsky, B. 1998. "Where Social Programs Go to Hide." *National Journal* (February 7): 294.

*Ravallion, M. 2009. "Do Poorer Countries Have Less Capacity for Redistribution? IPC One Pager #97. September.

Week 5**Feb. 21st: Social Policy Context: Family Change and Family Policy (Short Assignment #1 due at beginning of class)**

*◇Cancian, Maria, and Deborah Reed. "Family Structure, Childbearing, and Parental Employment: Implications for the Level and Trend in Poverty." *Focus* 26(2). Available at <http://www.irp.wisc.edu/publications/focus/pdfs/foc262d.pdf>.

*◇U.N. Division for Social Policy and Development Programme on the Family. 2003-04. "Major Trends Affecting Families: A Background Document, Introduction." (<http://www0.un.org/esa/socdev/family/Publications/mtintro.pdf>)

*◇Smeeding, Timothy M., et al. 2011. "Young Disadvantaged Men: Fathers, Families, Poverty, and Policy." *Annals of the American Academy of Political and Social Science* 635-1. May. Forthcoming.

*◇Mather, Mark. 2010. "U.S. Children in Single Mother Families." Population Reference Bureau. May. Available at <http://www.prb.org/Publications/PolicyBriefs/singlemotherfamilies.aspx>.

*◇McLanahan, Sara, et al. 2010. "Strengthening Fragile Families." *The Future of Children*. Available at http://www.brookings.edu/~media/Files/rc/reports/2010/1027_fragile_families_foc/1027_fragile_families_foc_policy_brief.pdf.

*◇Folbre, Nancy. 2010. "The Spousal Safety Net." *New York Times*. October 12. Available at <http://economix.blogs.nytimes.com/2010/10/12/the-spousal-safety-net/?pagemode=print>.

*◇Moore, K. 2009. "Teen Births: Examining the Recent Increase." Publication #2009-8. *Child Trends*, March.

*◇"Transition to Adulthood – Executive Summary." *Future of Children* 20(1). Spring 2010. Available at http://futureofchildren.org/futureofchildren/publications/docs/20_01_ExecSumm.pdf

*◇*Fragile Families and Child Wellbeing Study Fact Sheet*, accessed at: <http://www.fragilefamilies.princeton.edu/documents/FragileFamiliesandChildWellbeingStudyFactSheet.pdf>.

Some General policy approaches /suggestions

*◇Cancian, Maria, Daniel R. Meyer, and Deborah Reed. 2010. "Promising Antipoverty Strategies for Families." *Fast Focus* 6.

*◇Waldfogel "The Role of Family Policies in Antipoverty Policy." At <http://www.irp.wisc.edu/publications/focus/pdfs/foc262i.pdf>.

*◇Bogenschneider, K. and T. Corbett. 2010. "Family Policy Becoming a Field of Inquiry and Subfield of Social Policy." University of Wisconsin-Madison, IRP, January.

*◇Cecchini, S. 2009. "Do CCT Programs Work in Low Income Countries?" IPC One Pager #90. July. (Much More on CCT's later on!)

*◇Moore, Kristin Anderson. 2010. "What if We Took Research Seriously: What Would Teen Pregnancy Prevention Programs Look Like?" Presentation at Healthy Teen Network Annual Conference. October 29.

Week 6

February 28th: Social Policy Context: Poverty, Inequality, Immobility, and Economic Polarization.

*Haveman, Robert. 1995. "What Economists Can and Cannot Do for Journalists." *FACS News Backgrounder*. Los Angeles, CA: Foundation for American Communication.

*DeParle, Jason. 1997. "Learning Poverty Firsthand." *New York Times Magazine* (April 27): 33-35.

*◇Johnson, David. 2010. "Progress Toward improving the U.S. Poverty Measure: Developing the New Supplemental Poverty Measure." *Focus* 27(2).

*◇Haveman, Robert. 2009. "What Does it Mean to be Poor in a Rich Society?" *Focus* 26(2).
At <http://www.irp.wisc.edu/publications/focus/pdfs/foc262n.pdf>

*Blow, Charles. 2010. "America's Most Vulnerable." *New York Times*. December 10.

*Blow, Charles. 2010. "Suffer the Little Children." *New York Times*. December 24.

*◇"Middle Class in America." 2010. *Focus* 27(1), Summer. Available at
<http://www.irp.wisc.edu/publications/focus/pdfs/foc271a.pdf>

*◇Dyan, Karen. 2010. "The Income Rollercoaster: Rising Income Volatility and its Implications." Washington, DC: Brookings Institution. April. Available at
http://www.brookings.edu/articles/2010/0401_income_volatility_dynan.aspx

*◇Jantti, Markus. 2009. "Mobility in the United States in Comparative Perspective." *Focus* 26(2). Available at <http://www.irp.wisc.edu/publications/focus/pdfs/foc262g.pdf>.

*◇Cowen, Tyler. 2011. "The Inequality that Matters" *The American Interest Magazine*. January-February.

*Scott, J., and D. Leonhardt. 2005. "Shadowy Lines That Still Divide: Class in America." *New York Times*. May 15.

Some general policy approaches /suggestions

*◇Smeeding, Timothy M., and Jane Waldfogel. 2010. "Fighting Poverty: Attentive Policy Can Make a Huge Difference." *Journal of Policy Analysis and Management* 29(2): 401-407.

*◇Smeeding, Timothy. 2011. "Review of *Creating an Opportunity Society*." *Journal of Policy Analysis and Management*, forthcoming.

*◇Pew Economic Mobility Project Principals. 2009. *Renewing the American Dream: A Road Map to Enhancing Economic Mobility in America*, Pew Economic Mobility Project, Washington, November.

Week 7**March 7th: Human Capital Investment: Schooling, Job Training, and So On.****(Sequential Paper Part I: “Problem” analysis due at the beginning of class)****(No Class March 14th –Spring Break)**

*◇Knudsen, Eric I., James J. Heckman, Judy L. Cameron, and Jack P. Shonkoff. 2006. “Economic, neurobiological, and behavioral perspectives on building America’s future workforce” *Proceedings of the National Academy of the Sciences* 103(27), July. Available at http://jenni.uchicago.edu/papers/Knudsen-et-al_PNAS_v103n27_2006.pdf.

*◇Jacob, Brian, and Jens Ludwig. 2009. “Improving Educational Outcomes for Poor Children.” *Focus* 26(2). Available at <http://www.irp.wisc.edu/publications/focus/pdfs/foc262j.pdf>.

*◇Sawhill, I. 2006. “Opportunity in America: The Role of Education.” The Future of Children Series, Brookings Policy Brief (Fall). Available at http://futureofchildren.org/futureofchildren/publications/docs/16_02_PolicyBrief.pdf

*◇Hanushek, Eric A. 2010. “How Well Do We Understand Achievement Gaps?” *Focus* 27(2). December. Available at <http://www.irp.wisc.edu/publications/focus/pdfs/foc272c.pdf>

*◇Glazerman, Steven, et al. 2010. “Evaluating Teachers: The Important Role of Value-Added.” Brown Center on Education Policy. Brookings Institution, November 17.

Some general policy approaches /suggestions

*◇Haveman, R., and T. M. Smeeding. 2006. “The Role of Higher Education in Social Mobility.” *Future of Children* 16(2) Fall: 125-150.

*◇Crouch, Elisa. 2010. “Big Incentive for School Attendance: Cash.” *St. Louis Post-Dispatch*. August 30.

*◇Lewis, Sharon, et al. 2010. “A Call for Change: The Social and Educational Factors Contributing to the Outcomes of Black Males in Urban Schools.” (Executive Summary only). The Council of the Great City Schools.

*◇Bloom, Dan, and Ron Haskins. 2010. “Helping High School Dropouts Improve Their Prospects.” *Future of Children*. Spring.

Weeks 8 and 9**March 21st: Health and the Health Care System: Focus on Families and Children****March 28th: Health and the Health Care System: Focus on Families and Children (continued)**

*◇Magnuson, Katherine, and Elizabeth Votruba-Drzal. 2009. “Enduring Influences of Childhood Poverty.” *Focus* 26(2) Fall. Available at <http://www.irp.wisc.edu/publications/focus/pdfs/foc262f.pdf>

*◇Mayer, Susan E. 2010. “Revisiting an Old Question: How Much does Parental Income Effect Child Outcomes?” *Focus* 27(2) December. Available at <http://www.irp.wisc.edu/publications/focus/pdfs/foc272e.pdf>.

*◇Almond, Douglas and J. Currie. 2010. "The Long Term Impact of Life Before Birth." *VOX*, June 24. Available at <http://www.voxeu.org/index.php?q=node/5227>.

*◇Muennig, P., et.al. 2009. "The Relative Health Burden of Selected Social and Behavioral Risk Factors in the United States: Implications for Policy." *AJPH*, December 17

*◇Case, A., and C. Paxson. 2006. "Children's Health and Social Mobility." *Future of Children* 16(2) Fall: 151-173. Available at http://futureofchildren.org/futureofchildren/publications/docs/16_02_08.pdf.

*◇Swartz, Katherine. 2009. "Health Care for the Poor: For Whom, What Care, and Whose Responsibility?" *Focus* 26(2). Available at <http://www.irp.wisc.edu/publications/focus/pdfs/foc2621.pdf>.

*◇Kaiser Family Foundation. 2010. "Medicaid and Children's Health Insurance Program Provisions in the New Health Reform Law." At <http://www.kff.org/healthreform/upload/7952-03.pdf>

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*◇The Editors. 2010. "Should People be Paid to Stay Healthy?" *New York Times*. June 14.

*◇Isaacs, S., and S. A. Schroeder. 2001. "Where the Public Good Prevailed: Lessons from Success Stories in Health." *American Prospect*. June 4: 26-30.

*◇Wolfe, B. 2009. "Reducing Disparities by Targeting Women and Children." *Pathways*, Winter: 24-27.

Week 10

April 4th: National Health Care System Reformed? (Short Assignment #2 due)

*◇Singer, Peter. 2009. "Why We Must Ration Health Care." Sunday *New York Times Magazine*, July 19.

*Russell, L. 1989. "Some of the Tough Decisions Required by a National Health Plan." *Science* 246: 892-896.

*◇White, Chapin. 2010. "The Healthcare Reform Legislation: An Overview." *The Economists' Voice*. December.

*◇Leonhardt, David. 2010. "In Health Care Bill, Obama Attacks Wealth Inequality." *New York Times*. March 23.

*◇Cutler, David M. 2010. "The Simple Economics of Health Reform." *The Economists' Voice*. December.

*◇Goldman, Dana P., and Darius Lakdawalla. 2010. "Can the ACA Improve Population Health?" *The Economists' Voice*. December.

*Scott, Janny. 2005. "Life at the Top in America Isn't Just Better, It's Longer." *New York Times*, May, 16.

*Hartzband, P. and J. Groopman. 2009. "Money and the Changing Culture of Medicine." *New England Journal of Medicine* 360(2) January 8: 101-103.

*◇Leonhardt, David. 2011. "Wishful Thinking on Health Costs." *New York Times*. January 13.

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*◇Anderson, G. F., P. S. Hussey, B. K. Frogner, and H. R. Waters. 2005. "Health Spending in the U.S. and Rest of the Industrialized World." *Health Affairs* 24(4): 903-914

*◇Iglehardt, John. 2007. "Insuring All Children - The New Political Imperative." *NEJM* 357(1), July 5: 69-76.

Week 11

April 11th: Urban Social Policy: Neighborhoods, Housing, Jobs, Young Men and Crime

*◇Blank, Rebecca. 2009. "Economic Change and the Structure of Opportunity for Less-skilled Workers." *Focus* 26(2). Fall. Available at <http://www.irp.wisc.edu/publications/focus/pdfs/foc262c.pdf>.

*◇Holzer, Harry J. 2009. "Workforce Development as an antipoverty strategy: What do we know? What should we do?" *Focus* 26(2). Fall. Available at <http://www.irp.wisc.edu/publications/focus/pdfs/foc262k.pdf>.

*◇Roberts, Brandon, et al. 2010. "Great Recession Hit Hard at America's Working Poor: Nearly 1 in 3 Working Families in United States are Low Income." The Working Poor Families Project. Winter 2010-2011. Available at <http://www.workingpoorfamilies.org/pdfs/policybrief-winter2011.pdf>

*◇Smeeding, Timothy M., et al. 2011. "Young Disadvantaged Men: Fathers, Families, Poverty, and Policy." *Annals of the American Academy of Political and Social Science* 635-1. May. Forthcoming.

*◇Western, Bruce, and Becky Pettit. 2010. "Collateral Costs: Incarceration's Effect on Economic Mobility." Pew Charitable Trusts.

Some general policy approaches /suggestions

*◇Cancian, Maria, Daniel R. Meyer, and Deborah Reed. 2010. "Promising antipoverty strategies for families." *Fast Focus* 6. August. Available at <http://www.irp.wisc.edu/publications/fastfocus/pdfs/FF6-2010.pdf>

Week 12

April 18th: Employment, Income Transfers, and Earnings – The 'Low Income' Poverty and Welfare Solution?

(Sequential Paper Part II: solution analysis due)

*◇Cauthen, N. K. 2006. "When Work Doesn't Pay: What Every Policymaker Should Know." National Center for Children in Policy. Columbia University. Available at http://www.nccp.org/publications/pdf/text_666.pdf.

*◇Burkhauser, Richard, et al. 2010. "Transfers and Taxes and the Low-income population: Policy and Research Trends." *Focus* 27(2). December. Available at <http://www.irp.wisc.edu/publications/focus/pdfs/foc272d.pdf>.

*◇James A. Riccio. 2010. "Early findings from New York City's conditional cash transfer program." *Fast Focus* 5-2010.

*◇Pear, Robert. 2010. "In a Tough Economy, Old Limits on Welfare." *New York Times*. April 10.

*Pear, R. 2003. "Welfare Spending Shows Huge Shift from Checks to Services." *New York Times*. October 13. (<http://dpaweb.hss.state.ak.us/node/view/222>)

Some policy approaches/suggestions

*◇Rosenberg, Tina. 2011. "To Beat Back Poverty, Pay the Poor." *New York Times*. January 3.

*Berlin, G. 2009. "Transforming the EITC to Reduce Poverty and Inequality." *Pathways*. November, 28-32.

*◇"The Next Generation of Antipoverty Policies." 2007. Executive Summary. *The Future of Children* 17(2), Fall.

*◇Tesliuc, Emil D., et al. 2009. "Social Assistance Schemes Across the World: Eligibility Conditions and Benefits." World Bank. November 4, 2009.

*◇Haskins, Ron. 2007. "Fighting Poverty through Work Incentives and Work Mandates for Young Men." *The Future of Children*, Policy Brief, Fall.

*◇Holt, S. and E. Maag. 2009. "Considerations in Efforts to Restructure Refundable Work-Based Credits." Georgetown Center on Poverty, Inequality, and Public Policy. September.

Week 13

April 25th: Aging: Social Security and Risk Shifting of Security in Old Age

*◇EBRI. 2009. "The Basics of Social Security." Fact Sheet (May). Washington, DC: Employee Benefit Research Institute. <http://www.ebri.org/pdf/publications/facts/0709fact-social-security.pdf>.

*◇Munnell, Alicia H. 2010. "Social Security's Financial Outlook: The 2010 Update in Perspective." Center for Retirement Research at Boston College. September 2010, No. 10-15.

*◇Biggs, Andrew G. 2010. "The Case for Raising Social Security's Early Retirement Age." American Enterprise Institute for Public Policy Research. No. 3. October.

*◇Munnell, A., Geoffrey Sanzenbacher, and Steven A. Sass. 2009. "Can the Bottom Third Work Longer?" *CRR Issue Brief* 9-1. Boston College, January.

*Steuerle, E., and M. M. Favreault. 2002. "Social Security for Yesterday's Family?" *The Retirement Project* No. 35 (November). Washington, DC: Urban Institute.

Some Anti-poverty policy approaches /suggestions

*◇Herd, P., T. Smeeding, and M. H. Meyer. 2009. "A Targeted Minimum Benefit Plan (MBP) for OASI: A New Proposal to Reduce Poverty among the Elderly." IRP; available also on US Senate Aging committee website at <http://aging.senate.gov/ss/uwisconsin.pdf>.

*◇Herd, P. 2005 “Reforming a Breadwinner Welfare State: Gender, Race, Class, and Social Security Reform.” *Social Forces*, June 2005, 83(4): 1365–1394.

Week 14

May 2nd: Long Term Care, and Disability (and Medicare in US) (Last class!)

*◇Kaiser Commission Reports. 2010. “Medicare at a Glance.” Washington, DC: Kaiser Family Foundation (September). <http://www.kff.org/medicare/upload/1066-13.pdf>

*◇Leonhardt, David. 2010. “Proving Innovation in Medicare.” *New York Times*. October 19.

*◇AARP, PPI. 2000. “Long-Term Care.” (May): 1-4. Washington, DC: American Association of Retired Persons. (http://research.aarp.org/health/fs27r_care.html).

*◇Folbre, Nancy. 2009. “Who’s Taking Care of Your Mother?” *New York Times*, December 14.

*◇Autor, David H. and Mark Duggan. 2010. “Supporting Work: A Proposal For Modernizing the U.S. Disability Insurance System.” The Hamilton Project. December 2010.

Policy options

*◇Kaiser Family Foundation 2010 Comparison of Medicare Provisions in Deficit-Reduction Proposals <http://www.kff.org/medicare/upload/8124.pdf>

*◇Span, Paula. 2010. “Options Expand for Affordable Long Term Care.” *New York Times*. March 29.

FINAL DEADLINE

Monday, May 9th: Sequential Paper Part III, Final Paper due 3:00 p.m., 3420 SSSB