

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](#) (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 and 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

Reference Readings

◇Rampell, Catherine. 2010. "Unemployed and Likely to Stay That Way." *New York Times*. December 2.

◇"The Economy in 2011." *New York Times*. January 1, 2011. Available at <http://www.nytimes.com/2011/01/02/opinion/02sun1.html>.

◇Mankiw, N. Gregory. 2010. "A Courseload for the Game of Life." *New York Times*. September 4. Available at <http://www.nytimes.com/2010/09/05/business/economy/05view.html>.

◇Wright, Melanie. 2010. "Extended Transition to Adulthood Misses Critical Issues about Disadvantaged Young People." *The Future of Children* blog. Available at <http://blogs.princeton.edu/futureofchildren/2010/08/nyt-article-about-extended-transition-to-adulthood-misses-critical-issues-about-disadvantaged-young.html>.

◇Jacobsen, Linda A. and Mark Mather. 2010. "U.S. Economic and Social Trends since 2000." Population Reference Bureau. Vol. 65, No. 1. Available at <http://www.prb.org/pdf10/65.1unitedstates.pdf>.

◇Galston, William A. 2010. "What President Obama Should Do Next." *The New Republic*. December 17.

- ◇Reich, Robert. 2010. "How to End the Great Recession." *Huffington Post*. September 2.
- ◇Haveman, R. and T. Smeeding. 2007. "Poverty Policy and Poverty Research Over Four Decades." *Focus*, Special 40th Anniversary Issue. Vol. 25:1, Spring-Summer. Summary at: (<http://www.irp.wisc.edu/publications/focus/pdfs/focflyer251.pdf>)
- ◇Steuerle, C. Eugene. 2008. "The Breadth of Brokenness." Government We Deserve Blog. December 18. Available at (<http://www.pgpf.org/newsroom/tgwd/27/>)
- ◇Norris, F. "Job Losses Mount, Enduring and Deep." *New York Times*. November 14.
- ◇Engemann, Kristie M., and Howard J. Wall. "The Effects of Recessions Across Demographic Groups." Working Paper 2009-052A; October 2009 (required to peruse just 2 graphs; but paper available at <http://research.stlouisfed.org/wp/2009/2009-052.pdf>)
- ◇"Katrina Lessons," *NY Times* Editorial. April 21, 2006.
- ◇Kelly, B. and D. Fein. 2009. "Innovative Strategies for Increasing Self Sufficiency (ISIS)." April. (see one page handout on outline #1 and read online version in PDF if interested) Available at http://www.acf.hhs.gov/programs/opre/welfare_employ/isis/reports/isis_stakeholder_summary/isis_stakeholder_summary.pdf.
- ◇Stevenson, R. 2009. "Shake the Government's Helping Hand. Or Bite It." September 6.
- ◇Parrot, Sharon. 2008. "Recession Could Cause Large Increases in Poverty and Push Millions into Deep Poverty." Center on Budget and Policy Priorities, Washington: November 24th. PP 1-15.
- ◇Weisman, J. 2005. "Aging Population Poses Global Challenges." *Washington Post* (February 2). Also at (<http://www.washingtonpost.com/wp-dyn/articles/A55582-2005Feb1.html>)
- ◇Friedman, Thomas L. 2010. "We're No. 1(1)!" *New York Times*. September 11.

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.

Reference Readings

- ◇Graham, Carol. 2010. "Happy Talk: The Economics of Happiness." *Washington Post*, January 03.
- Kettl, D. 1995. "Privatization as a Tool of Reform." *LaFollette Policy Report* (Fall): 1-4, 18-19.

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>.

Reference Readings

◇Potts, Malcom, et al. 2006. “Parachute Approach to Evidence Based Medicine.” *British Medical Journal* 333: 701-703.

◇Smith, Gordon C S, and Pell, Jill P. 2003. “Parachute Use to Prevent Death and Major Trauma Related to Gravitational Challenge: Systematic Review of Randomized Controlled Trials.” *British Medical Journal* 327: 1459-1461.

DiNitto, L., 1992. “Politics, Rationalism, and Social Welfare.” In *Welfare: Politics and Public Policy*. Englewood Cliffs, NJ: Prentice Hall.

Weimer, D. L., and A. R. Vining. 2004. “What is Policy Analysis?” (Chapter 2, pp. 23-138) and “The Canadian Salmon Fishery.” (Chapter 1, 1-22). In *Policy Analysis: Concepts and Practice*. Englewood Cliffs, NJ: Prentice Hall. (Note: see chapter 1 for an exemplary policy analysis)

Frumppkin, Peter and David Reingold. 2004. “Why Programs Get Replicated.” *Nonprofit Quarterly* Fall: 46-59.

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.

Reference Readings

◇Committee for a Responsible Federal Budget. 2010. “The Effect of Health Reform on the Long Term.” At http://crfb.org/sites/default/files/Effect_of_Health_Reform_on_the_Long-Term.pdf.

◇Committee for a Responsible Federal Budget. 2010. “Tax Deal Ignores Deficit and Debt Effects.” December 7.

◇“Choosing the Nation's Fiscal Future.” 2010. Committee on the Fiscal Future of the United States; National Research Council and National Academy of Public Administration. January 13th (SUMMARY ONLY!)

◇Macomber, J. et al. 2010. “Public Spending on Children, 2008: KEY FACTS.” Brookings/Urban Institute, January.

◇J. K. Scholz, R. Moffitt, and B. Cowan, “Trends in Income Support.” *Focus* 26(2). Available at <http://www.irp.wisc.edu/publications/focus/pdfs/foc262h.pdf>.

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

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

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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)

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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>

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Week 10

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

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Week 11

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

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Week 13

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

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Week 14

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

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FINAL DEADLINE

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