INSTRUCTOR
Timothy M. (Tim) Smeeding
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MEETING TIME and PLACE

Monday 9:00 a.m. to 10:55 a.m., Ingraham 222

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 short break in the middle.

OFFICE HOURS

Mondays, 12:30 - 2:00 p.m., 3464 SSSB or by appointment (due to travel schedule).

In any case, check with me in class, and if you use email (usually fastest), or call me at 890-1317. Please do one or the other of these before you come 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, the effects of the Great Recession on poverty and inequality, 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 (less emphasis), education (a bit more emphasis), 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 longer class discussions about the various elements of social policy, which can be addressed with some degree of analytic objectivity. Thus, poverty, inequality 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—a presentation for each team of two or three persons in the class; 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. 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 online at “Learn@UW”: one encompassing what is required reading which is mainly short articles. The other is a longer research reading list, available only online, 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 the rest for discussion of social problems as well as 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 13th or earlier; no exceptions - no incompletes.*

10 **Quality of group presentations and of individual classroom participation, assessed all semester and dependent also on showing up for class.**

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 their work is bad and they don’t make a
good effort. I will write (strong) letters of recommendation ONLY for those who earn an A or AB in this class.

Masters in International Policy (MIPA) and International Students

While most of the examples of policies in the class are drawn from U.S. 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 MIPA 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.

1. Everything will be online at Learn@UW, including PowerPoint’s when done, and other notes. All required readings will be online or copied as PDFs. You might have to dig for the extra “in the weeds” pieces, but email me if you cannot get them. (more below)
2. The required reading list follows. The complementary/reference reading list including research articles on given topics will be on Learn@UW or at the end of the required list marked optional or in the weeds. The required are on pages are pages 6-20; rest 21-29 below
LEARN@UW

All of the required “online” 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 Professor Smeeding. On this page, you will also find each class PowerPoint and all of the required readings that you can directly click and download; also most COMPLEMENTARY/reference readings can be found online. There will also be 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.

If there is a problem with a link, please notify me 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.

CLASS LISTSERVE

The listserve address paf888_fall_2015@lists.wisc.edu will be used to send out class notices and updates. You should already have one note from me about the first and second weeks’ reading. If you do not get a message from me before the second class please email me and give me 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.

CLASS DROP_BOX

I am considering this as well, but may be easier to email me assignments, at least for now.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture/Topic</th>
<th>Comments and Exercise (due date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/3</td>
<td>Introduction and Overview</td>
<td>Show up, having read a bit</td>
</tr>
<tr>
<td></td>
<td>12:15-1:15*</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>9/21</td>
<td>Role of Government in Social Policy: Approaches, Values, and Institutions</td>
<td>Get the “Big Picture” day on Values and Ideology</td>
</tr>
<tr>
<td>3</td>
<td>9/28</td>
<td>Doing Policy Analysis (Program Evaluation and Implementation) in Social Policy: Tools for You to Use; Evidence and Analytic Methods and for Social Programs</td>
<td>Sequential paper topic (title, one paragraph outline and barebones bibliography) due. (Outline returned with comments on 10/5)</td>
</tr>
<tr>
<td>4</td>
<td>10/5</td>
<td>Financing Income Security: The Poor, the Old, the Children, the Cost and the Deficit</td>
<td>The “stuff” begins, dollars and priorities first.</td>
</tr>
<tr>
<td>5 and 6</td>
<td>10/12 and 10/19</td>
<td>Social Policy Context: Poverty, Inequality, Immobility, and Economic Polarization. //</td>
<td>The changing and mostly unequal socioeconomic world</td>
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<td>Short Assignment #1 due on 10/12</td>
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<tr>
<td>7</td>
<td>10/26</td>
<td>Social Policy Context: Family Change and Family Policy. //</td>
<td>Sequential Paper Part I: Problem Analysis due</td>
</tr>
<tr>
<td>8</td>
<td>11/2</td>
<td>Human Capital Investment: Schooling, Job Training, and so on. //</td>
<td>One piece of puzzle; and preferred policy vehicle for enhanced social mobility?</td>
</tr>
<tr>
<td>9 and 10</td>
<td>11/9 and 11/16</td>
<td>Health and Health Care Systems: Focus on Families and Children.</td>
<td>Short Assignment #2: distributed on 11/9, due on 11/16</td>
</tr>
<tr>
<td>11</td>
<td>11/23</td>
<td>National Health Care System Reformed: What is New and What is left to be Done? //</td>
<td></td>
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<tr>
<td>13</td>
<td>12/7</td>
<td>Income Transfers and Earnings — The ‘Low Income’ Poverty and Welfare Solution? //</td>
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<tr>
<td>14</td>
<td>12/14</td>
<td>Aging: Social Security, Disability, Medicare, //</td>
<td>Last class</td>
</tr>
<tr>
<td><strong>Thursday 12/18</strong></td>
<td><strong>Final Draft of Sequential Paper due 3:00 p.m.</strong></td>
<td></td>
<td>Sequential paper, part III: Final Draft due</td>
</tr>
</tbody>
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* Special time and place
// = group presentation possibilities. See sign-up sheet for your responsibility
COURSE OUTLINE AND REQUIRED READING-VIEWING LIST:

All of the articles here are required, though we will focus in on certain ones as the class develops. These can be obtained from the class page on Learn@UW. Some of the videos are required, but most are in the weeds, so watch if you wish.

In addition to the required readings, there are many reference readings listed as “in the weeds” available as well at the end of the list (page 21 on). And so, all other papers or books listed on the website are ‘optional.’ Most are available on Learn@UW. Those that are not can be checked out from my office shelves for up to 48 hours, although most would likely be available through the library as well. 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 as are some readings on the 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

Introduction and Overview:

Some short readings to all to be Read Before Class. All are available on the class’s Learn@UW page, but some with links here as well.


But then---


Kenworthy, Lane. 2015. “America is exceptional … and ordinary”, at http://laneckenworthy.net/america-is-exceptional/


DePaulo, Bella. 2015.”America is no longer a nation of nuclear families” June, at http://qz.com/#440167/americaisno-longer-a-nation-of-nuclear-families/


Furman, Jason. 2015 “Smart Social Programs” May at http://www.nytimes.com/2015/05/11/opinion/smart-social-programs.html?_r=0#

For next week—an appetizer:


For students to do—do one or the other or both:

Go to website below and figure out your own Social Class position


Take the “bubble” quizx Charles Murray’s book, Coming Apart, starts Chapter 4 with a pop quiz that allows you to separate yourself by SES. Kind of like the NYT one, but more fun. Here it is. There is an online if you want to have a go at it: http://www.scribd.com/document/77349055/Coming-Apart-by-Charles-Murray-Quiz Try it if you want. You will need a piece of paper to answer and then determine your score at the end. It takes about 10-15 minutes. If you do it, I will tell you what others got and why.

Week 2
September 21st: Role of Government in Social Policy: Approaches and Values (almost all very short Op-ed articles)


—and in response—


and in response


Eedsall


### Week 3


*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).

**Background for policy analysis**—skim only if you have had LFS class in Policy Analysis


**Challenges to effective policy**

Butler, Stuart and David Mulhausen. 2014 “Can the Government replicate success?”

Governing. 2014. “Getting Policy Down to a Science”


The evidence thing:

http://www.nytimes.com/2015/01/01/opinion/social-programs-that-work.html?_r=0#

Berlin, Gordon. 2014. Impact on a Large Scale: The Importance of Evidence July

Just a little methodology behavioral insights and evaluation research:


And a bit on the press, bad and good:


Week 4

October 5th: Financing Income Security: The Poor, the Old, the Children, and especially the Cost (Short Assignment #1 distributed)

Basics and overview:

Hall, Keith. 2015. “CBO’s Updated Projections for the Federal Budget and the Economy” Congressional Budget Office, September 9 (Powerpoint)


Garfinkel, Irv and Timothy Smeeding. 2015. “Welfare State Myths and Measurement”, *Capitalism and Society*, 8(1), September (PDF)


**Who gets what?**


**Social Impact Bonds (SIBS): how do they work?**


**Fiscal Federalism and government size vs. effect:**

Rivlin, A. M. 2012. Rethinking Federalism for More Effective Governance” *Publius*, June (PDF)


**And in poorer countries:**


**Weeks 5 and 6**

(Short Assignment #1 due at beginning of class)

*Short latest word on the “what’s”, with a few pro-Obama why’s tossed in, as introduction:*


**Poverty Issues (Week 5)**


*Anti-poverty Policy for now –more in depth later, some for each type of nation*

**Rich OECD:**

Smeeding, Timothy and Céline Thévenot.2015. “International experiences in addressing child poverty—USA and other nations” Academic Pediatrics, October 2nd (PDF)

**USA:**

Compare to:


Rest of world--MDG Progress and prospects:

15 million success stories under the Millennium Development Goals
John McArthur | September 24, 2015 3:29pm

Dispatch from UNGA: It’s done. The 2030 agenda for sustainable development has been approved.
Homi Kharas | September 29, 2015 9:30am

Inequality, middle class, instability and mobility (Week 6)

Watch this video—questions to look for the answers to, below

And see viewers guide to ASPEN middle class video , before watching ( PDF)

Read these:

Sat https://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Centers/LIS/LIS-Center-Research-Brief-1-2015.pdf

Inequality in Focus: Introduction. 2012. World Bank, April


For fun and short:

Pay and inequality—worth a look see [http://www.upworthy.com/2-monkeys-were-paid-unequally-see-what-happens-next](http://www.upworthy.com/2-monkeys-were-paid-unequally-see-what-happens-next)

Some general policy approaches/suggestions:


Kristof, Nicholas. 2015. “inequality is a choice” May at [http://www.nytimes.com/2015/05/03/opinion/sunday/nicholas-kristof-inequality-is-a-choice.html](http://www.nytimes.com/2015/05/03/opinion/sunday/nicholas-kristof-inequality-is-a-choice.html)

Kenworthy, Lane. 2015 “How to reduce inequality” “[http://lanekenworthy.net/blog/](http://lanekenworthy.net/blog/)”, scroll down to May 25,28 for lists from commenters

**Week 7**

**October 26th:** Social Policy Context: Family Change and Family Policy  
**GUEST LECTURER:** Marcia J Carlson  
(Sequential Paper Part I: “Problem” analysis due at the beginning of class)

**Watch some:**

GREAT plenary video session on non-marital births—see below for Cherlin on Income Inequality, Labor Markets, and Nonmarital Births; Wu on LARCS and unintended births and LARCs; Carlson on Non-marital...

Read some:


US National Academy of Sciences. 2015. The Integration of Immigrants into American Society. September, summary (PDF)

Some general policy approaches /suggestions


Week 8

Overviews:


Issues:

At [http://pubs.aeaweb.org/doi/pdfplus/10.1257/jep.27.2.109](http://pubs.aeaweb.org/doi/pdfplus/10.1257/jep.27.2.109)


Some general policy approaches /suggestions

Horn, Michael, Julia Freeland, and Stuart M. Butler. 2015. *Schools as Community Hubs: Integrating Support Services to Drive Educational Outcomes*. Brookings, Discussion Papers on Building Healthy Neighborhoods No. 3| September

Whitehurst, Grover. 2015. *Public School Vouchers Where are the Campaigns?* Brookings Studies, Evidence Speaks Reports, Vol 1, #3, October


Weeks 9 and 10

November 9th and November 17th: “Health and the Health Care System: Focus on Families and Children” (Short Assignment #2 distributed on November 9th -Short Assignment #2 due on November 17th)

Read some for week 9,

Smeeding, Timothy. 2015. “Gates, Gaps, and Inter-Generational Mobility (IGM): The Importance of an Even Start”, forthcoming (PDF)


**And more for week 10**


**Some general policy approaches /suggestions:**

Smart, Christopher. 2015. “Modest gains highlight Utah program to break intergenerational poverty” The Salt Lake Tribune: October 1 (PDF)


Sawhill, Isabel and Quentin Karpilow. 2014. How Much Could We Improve Children’s Life Chances by Intervening Early and Often? Brookings (PDF)


Week 11
November 23rd: The ACA--National Health Care System Reformed?
(Short Assignment #2 due)


Deaton, Angus. 2012. “Trying to be a good hip-op consumer” Letter from America, British Medical Journal

Kaiser Foundation—summary of the ACA

Cohn, Emily. 2015. Fewer People Are Having Trouble Paying Medical Bills, Thanks To Obamacare

Some general policy approaches /suggestions other than or in addition to the ACA

http://opinionator.blogs.nytimes.com/2013/02/02/we-can-be-healthy-and-rich/


Week 12

(Sequential Paper Part II: solution analysis due)

Wessel, David. 2015. The typical male U.S. worker earned less in 2014 than in 1973.WSJ. September 18th (PDF)

Turner, Margery. 2015. A place-conscious approach can strengthen integrated strategies in poor neighborhoods August, at

Edsall, Tom. 2015. “Where Should a Poor family Live? ” August at

Gladwell, Malcom. 2015. Many Katrina victims left New Orleans for good. “What can we learn from them? , the new Yorker , September, at http://www.newyorker.com/magazine/2015/08/24/starting-over-dept-of-social-studies-malcolm-gladwell


Massoglia, Michael. 2014. URBAN MEN IN POVERTY: PROBLEMS AND SOLUTIONS, Milwaukee, 2014 (Powerpoint)

Some general policy approaches /suggestions


Richard V. Reeves and Allegra Pocinki 2015 “Space, place, race: Six policies to improve social mobility” at http://www.brookings.edu/blogs/social-mobility-memos/posts/2015/06/02-space-place-race-reeves


CBO. 2015. “Federal Housing Assistance for Low-Income Households” SEPTEMBER, PDF

Week 13

December 7th: Employment, Income Transfers, and Earnings – The ‘Low Income’ Poverty and Welfare Solution?

Overviews and basics:


Judith Bartfeld and Timothy Smeeding, Craig Gundersen and James P. Ziliak. 2015. The basics of SNAP Food Assistance, IRP Focus on Policy 6.OCTOBER (pdf)

GEORGE WENTWORTH & CLAIRE MCKENNA. 2015. Ain’t No Sunshine: Fewer than One in Eight Unemployed Workers In Florida Is Receiving Unemployment Insurance. NELP policy brief. September (pdf)

Current state of play:  

Policy issues and approaches:  
Gerstel, Naomi. 2015. HOW ERRATIC SCHEDULES PENALIZE WORKERS – AND WHAT CAN BE DONE TO MAKE JOBS AND FAMILY LIFE MORE PREDICTABLE. Scholar Strategy Network,  September (PDF)


Hamm, Katie and and Carmel Martin. 2015. “A New Vision for Child Care in the United States : A Proposed New Tax Credit to Expand High-Quality Child Care” September , CAP (PDF)


And also two more on minimum wage  


Week 14
December 14th: Aging: Social Security, Disability and Medicare (Last class!)


Alicia H. Munnell and A. Chen. 2015. “The Affordable Care Act, Medicare Costs, and Retirement Security” (PDF)


Some Social Security policy approaches/suggestions


Policy options: Disability and Medicare


**FINAL DEADLINE**
December 18th: Sequential Paper Part III, Final Paper due

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**COMPLEMENTARY/OPTIONAL/REFERENCE READINGS:**

**WEEK 1:**

*Skim only and especially for MIPAs:*

Porter, Michael and Scott Stern. 2015. The Social Progress Index:2015 . Executive Summary ONLY (PDF pages 13-26) only at: http://www.socialprogressimperative.org/system/resources/W1siZiIsIjIwMTUvMDUvMDcvMTcvMTcvMjkwMzEvMzI4LzlwMTVfU09DSUFMKkM2eXRvNTX0l0REVYXZJTkJkFmLmBkZCJdXQ/2015%20SOCIAL%20PROGRESS%20INDEX_FINAL.pdf

*Outside the box:*


**WEEK 2:**

*Of interest and in the weeds, but not required*


**WEEK 3:**
In the weeds, more on methods and evidence if interested, but not required


WEEK 4:
In the weeds (read if you want to get into budget or government benefits or government jobs-- details are below


WEEKs 5&6:

Week 5, Poverty--In the weeds, not required:


Edin, Kathryyn J. and Luke Shaefer. 2015. Living on $2 a Day Houghton-Mifflin, NY September 1 (looking for a summary—see LFS seminar here on October 6th)


Short video if you have time http://www.npr.org/series/155932539/poverty-in-america

Minimum wages?—for later in course


and also

Economist, A reckless wager: global movement toward much higher minimum wages is dangerous

Week 6: Inequality and mobility: More in the weeds for those who want:


**More watching if you want:**

Murray Charles and Timothy Smeeding. 2014 . A Debate on Income Inequality and Social Mobility , Seminars at Steamboat, at https://seminarsatsteamboat.org/video-audio/ or https://vimeo.com/100565488

“Park Avenue: Power Money and Wall Street” at http://www.pbs.org/independentlens/park-avenue/film.html (watch if you have time)

**WEEK 7:**

**In the weeds for those who want more:**


More policy options


WEEK 8:

In the weeds, more if you want:


More on policy


Measuring Effective Teaching. 2013. Gates Foundation Policy and Practice Brief at:


WEEKS 9&10:

**In the weeds/ not required:**


WEEK 11:

**In the weeds, read as it suits you:**


Chen, Alice and Dana Goldman. 2015. “Health Care Spending: Historical Trends and New Directions” NBER Working Paper No. 21501, August (PDF)


WEEK 12:

*More policy suggestions in the weeds( not required or very specific)*


*In the weeds, read if you want:*


**WEEK 13:**

*In the weeds:*


WEEK 14:

In the weeds again for the last time:


