



**Robert M. La Follette**  
**School of Public Affairs**  
UNIVERSITY OF WISCONSIN-MADISON

## **Public Affairs (PA) 200: Contemporary Public Policy Issues**

*Course Description, Syllabus and Assignments*

*FINAL, April 24, 2019*

**Meeting times and place:** 2:30-3:45pm M, W, 4308 SSSB

**Canvas Course URL:** <https://canvas.wisc.edu/courses/141753>

**Instructor:** Timothy M. Smeeding  
<http://www.lafollette.wisc.edu/faculty-staff/faculty/timothy-smeeding>

**Preferred Contact information:** [smeeding@wisc.edu](mailto:smeeding@wisc.edu)

**Office Hours:** Tuesday 2-3:30pm, 3464 SSSB or by appointment

### **Course description:**

The goal of this class is to offer a general primer on large-scale social, economic and other policies directed by federal and state governments, with specific examples in pressing policy areas. Students will gain a broad overall knowledge of how the majority of state and federal funding is both raised and spent, and the associated policy issues and outcomes. The class takes existing policies and the policy process as a given, explains a subset of them in detail, and puts a focus on a set of specific contemporary public policy questions of concern to policymakers and society. A student of this class will gain a broad overall knowledge of how the majority of state and federal funding is spent and the policy outcomes associated with that spending, including its impacts on society.

Where appropriate, the class will include speakers from the policy world, or expert researchers on individual topics.

### **Course Learning Outcomes:**

This class will accomplish the following learning goals:

- 1) Students will demonstrate understanding of how the US federal budget is spent and US domestic policies.
- 2) Students will gain knowledge and demonstrate application of methodological tools utilized in the public policy arena (e.g., 'policy memo' writing).
- 3) Students will demonstrate understanding and application of knowledge regarding given policies, being able to apply basic policy concepts to practical cases drawn from the real-world.
- 4) Students will be able to engage in knowledgeable discussions about policy with researchers, policymakers and policy experts.
- 5) Students will be able to assess and interpret empirical analyses of policies, and understand the effect of policy changes.

**Robert M. La Follette School of Public Affairs**

1225 Observatory Drive Madison, Wisconsin 53706 608-262-3581 [info@lafollette.wisc.edu](mailto:info@lafollette.wisc.edu) [www.lafollette.wisc.edu](http://www.lafollette.wisc.edu)

- 6) Students will be able to persuasively advocate for a proposed policy change in an op-ed and in a testimony, as two examples of policy writing

**Prerequisites:** None.

**Grading structure:**

**Short memos (40%):**

1. Write an op-ed of 2 pages (750-800 words) supporting a particular solution to an *assigned* policy problem, due on **February 27<sup>th</sup>**
2. Complete a short (4-5 pages) congressional testimony arguing for a specific policy change *of your choice*, due on or before **May 9<sup>th</sup>**

In both, you will consider the pros and cons of your approach. Both documents should directly engage with readings from the course as well as studies published in academic journals and policy reports produced by government agencies and reputable think tanks.

**First exam (25%), March 11<sup>th</sup>:** Students will complete a written *in-class* exam, answering specific questions that demonstrate an ability to analyze specific policy problems within a limited time and word space.

**Second exam (25%), May 1<sup>st</sup>:** Students will complete a written, *take-home* exam, answering specific questions that demonstrate an ability to analyze specific policy problems within a limited word space.

**Attendance and Participation (10%):** Students are encouraged to both come to class (attendance taken) and participate in it (see below).

**Course Requirements:**

Students will need to fulfill the following requirements:

1. *Complete all reading assignments.* Come to class with questions/comments to ask of the instructor and fellow students. Class sessions will not summarize the reading but rather will provide the larger systemic context, integrate the materials and explore the implications of the readings.
2. *Participate in class discussion.* This means actively engaging in discussions of the reading and the cases. For all classes student participation will be a major component. To participate, you will need to be in class, so please let me know in advance if you cannot attend. For some classes I will assign a number of class discussion questions that we will engage in during class. When you read your readings, keep the questions in mind, and keep notes. Come to class prepared to discuss these questions.
3. *Complete grading requirements on time.*

**Rules, Rights, & Responsibilities:**

**Academic Integrity**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/).

### **Accommodations for Students with Disabilities**

**McBurney Disability Resource Center syllabus statement:** “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.” <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

### **Diversity & Inclusion**

**Institutional statement on diversity:** “Diversity is a source of strength, creativity, and innovation for UW-Madison. We *value* the contributions of each person and *respect* the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

### **Syllabus: Schedule of events as of January 21<sup>st</sup>**

#### **1. January 23<sup>rd</sup> Welcome and Introduction**

Contemporary Public Policy - Jason's classroom, McGraw-Hill at <http://www.jasonclassroom.com/social-studies/cc-basics/chapter-1/lesson-1.8/>

Ford School. 2019. *Policy Writing, an Overview* (short Infographic). <http://fordschool.umich.edu/writing-center/policy-writing-overview>

Swanson, Anna. 2016. “Americans are less trusting than ever before. That could also make us poor”. *Washington Post*, August 26, at <https://www.washingtonpost.com/news/wonk/wp/2016/08/26/americans-are-less-trusting-than-ever-before-that-could-also-make-us-poor/>

Haskins, Ron. 2018. “Evidence-Based Policy: The Movement, the Goals, the Issues, the Promise”, *ANNALS*, American Academy of Political and Social Science, Vol 678, July: pp 8-37, at <https://journals.sagepub.com/toc/anna/678/1>

Hayes, Adam .2018. Economics Basics: What Is Economics?, at <https://www.investopedia.com/university/economics/economics1.asp>, and “Supply and Demand” , at <https://www.investopedia.com/university/economics/economics3.asp>

## **2. January 28<sup>th</sup> Values and Public Policy**

Brooks, D. 2009. “The Values Question.” *New York Times*. November 24<sup>th</sup> at [http://www.nytimes.com/2009/11/24/opinion/24brooks.html?\\_r=0#](http://www.nytimes.com/2009/11/24/opinion/24brooks.html?_r=0#)

Ellwood, D. 1989. “The Origins of ‘Dependency’: Choices, Confidence or Culture?” *IRP-Focus* 12(1): 6-13. <http://www.irp.wisc.edu/publications/dps/pdfs/dp130005.pdf>

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

Dunn, Mina. 2018. “Partisans are divided over the fairness of the U.S. economy – and why people are rich or poor”, Pew Research Center, October 4, at: <HTTP://WWW.PEWRESEARCH.ORG/FACT-TANK/2018/10/04/PARTISANS-ARE-DIVIDED-OVER-THE-FAIRNESS-OF-THE-U-S-ECONOMY-AND-WHY-PEOPLE-ARE-RICH-OR-POOR/>

Kristof, Nicholas. 2012. “Markets and Morals.” *New York Times*. May 30, at [http://www.nytimes.com/2012/05/31/opinion/kristof-markets-and-morals.html?\\_r=0](http://www.nytimes.com/2012/05/31/opinion/kristof-markets-and-morals.html?_r=0)

Ingrid M. Paulin, Jenna Clark and Julie O'Brien. 2018.” The Ethics of Paternalism Should policy makers intervene to make people stop doing things that are bad for them?” *Scientific American*, December 21 at <https://blogs.scientificamerican.com/observations/the-ethics-of-paternalism/>

Brooks, David. 2018.” Respect First, Then Gun Control” *NYT*. FEB. 19, at <https://www.nytimes.com/2018/02/19/opinion/parkland-gun-control-shootings.html>

## **3. January 30<sup>th</sup> and February 4<sup>th</sup> Where the Money Goes: Breaking Down the Federal and State/Local Budgets**

Malinovskaya, Anna and Louise Sheiner. 2018. “The Hutchins Center Explains: Federal Budget Basics”, Brookings Institution, December, at <https://www.brookings.edu/blog/up-front/2018/12/13/the-hutchins-center-explains-federal-budget-basics/>

Committee for a Responsible Budget. (CFRB).2018. Budgeting for the Next Generation: How

Do Kids Fare? June 7, at <http://www.crfb.org/papers/budgeting-next-generation-how-do-kids-fare>

Policy Basics: Where do our Federal Tax Dollars go? Center on Budget and Policy Priorities (4pp). <https://www.cbpp.org/sites/default/files/atoms/files/4-14-08tax.pdf>

Committee for a Responsible Federal Budget “Debt Fixer” <http://www.crfb.org/debtfixer/>  
*This is an interactive tool empowering students to make their own policy decisions with goal of reducing long term debt outlook*

Bernstein, Jared. 2019. “A very good economic idea may be about to replace a very bad one”, Washington Post, January 10<sup>th</sup>; and “What’s wrong with upside-down Keynesianism?”, October 17th, 2018 [https://www.washingtonpost.com/outlook/2019/01/10/very-good-economic-idea-may-be-about-replace-very-bad-one/?utm\\_term=.66ef0ff11f76](https://www.washingtonpost.com/outlook/2019/01/10/very-good-economic-idea-may-be-about-replace-very-bad-one/?utm_term=.66ef0ff11f76)

Hall, Keith. “Director’s Statement on the Budget and Economic Outlook”, CBO, January 28<sup>th</sup> [https://www.cbo.gov/publication/54943?utm\\_source=feedblitz&utm\\_medium=FeedBlitzEmail&utm\\_content=812526&utm\\_campaign=Express\\_2019-01-28\\_11%3a30](https://www.cbo.gov/publication/54943?utm_source=feedblitz&utm_medium=FeedBlitzEmail&utm_content=812526&utm_campaign=Express_2019-01-28_11%3a30)

Wisconsin Budget Toolkit. 2016. Wisconsin Budget Project. 9pp.  
<http://www.wisconsinbudgetproject.org/wp-content/uploads/2012/07/Budget-toolkit.pdf>

Wisconsin Policy Forum. 2018. Juggling Priorities: Comparing the Budgets of Wisconsin’s Largest Communities, December, at [https://wispolicyforum.org/wp-content/uploads/2018/12/Taxpayer\\_18\\_10.pdf](https://wispolicyforum.org/wp-content/uploads/2018/12/Taxpayer_18_10.pdf)

#### **4. February 6<sup>th</sup>: The Minimum Wage and the “Living Wage”**

Kwak, James. 2017. The Curse of Econ 101, *The Atlantic*, JAN 14, at <https://www.theatlantic.com/business/archive/2017/01/economism-and-the-minimum-wage/513155/>

Dueling Economists: Michael Reich and Jesse Rothstein, 2017. “Do Minimum Wages Really Kill Jobs?” April, at <https://econofact.org/do-minimum-wages-really-kill-jobs> -vs. - Jonathan Meer, 2019. “What Are the Broader Impacts of the Minimum Wage?” January, at <https://econofact.org/what-are-the-broader-impacts-of-the-minimum-wage>

Smeeding, Timothy. 2018 “A Modest Policy Proposal for Raising the Minimum Wage in WI” December, PDF.

Rugaber, Christopher and Anne D’Innocenzio . 2018. “US Retailers Hope Higher Pay Will Buy More Efficient Workers”, December 28<sup>th</sup> at <https://www.usnews.com/news/best-states/new-jersey/articles/2018-12-29/us-retailers-hope-higher-pay-will-buy-more-efficient-workers>

*Living Wage Calculation for Madison, WI*, at <http://livingwage.mit.edu/metros/31540> (and technical documentation, not distributed but to be skimmed as needed at <http://livingwage.mit.edu/resources/Living-Wage-User-Guide-and-Technical-Notes-2017.pdf> )

## **5. February 11<sup>th</sup>: guest speaker, Ayesha Rascoe, National Public Radio**

Topic: “Public Policy Reporting: The Role of the Press” (BIO\_Q&A)

“The Trouble With TEACH Grants”, NPR special Series, 2018  
<https://www.npr.org/series/672219778/the-trouble-with-teach-grants>

“Education Department To Fix Troubled Grant Program; Students To Get Loan Forgiveness” December 9, 2018, NPR at  
<https://www.npr.org/2018/12/15/676842989/education-department-remedies-troubled-grant-program-defrauded-students-to-recei>

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. (PDF)

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>

## **6. February 13<sup>th</sup>, 18<sup>th</sup> :and 25<sup>th</sup>: Reducing Poverty and Encouraging Work**

McMillan, Tracy. 2017. “What Do We Think Poverty Looks Like?” NY Times, July,  
<https://nyti.ms/2tUXBO2>

Jeff Stein. 2018.” The U.N. says 18.5 million Americans are in ‘extreme poverty.’ Trump’s team says just 250,000 are” Washington Post Wonk Blog, June 25 at  
[https://www.washingtonpost.com/news/wonk/wp/2018/06/25/trump-team-rebukes-u-n-saying-it-overestimates-extreme-poverty-in-america-by-18-million-people/?sw\\_bypass=true&utm\\_term=.d3590434e504](https://www.washingtonpost.com/news/wonk/wp/2018/06/25/trump-team-rebukes-u-n-saying-it-overestimates-extreme-poverty-in-america-by-18-million-people/?sw_bypass=true&utm_term=.d3590434e504)

Moffitt, Robert and Gwyn Pauly. 2018. “Trends in the Distribution of Social Safety Net Support After the Great Recession” Stanford Center on Poverty and Inequality, February at  
[http://www.econ2.jhu.edu/people/Moffitt/safety\\_net\\_distribution\\_trends.pdf](http://www.econ2.jhu.edu/people/Moffitt/safety_net_distribution_trends.pdf)

Johnson, David S., and Timothy M. Smeeding. 2012. “A consumer's guide to interpreting various U.S. poverty measures.” *Fast Focus* No. 14, May at <https://www.irp.wisc.edu/wp/wp-content/uploads/2018/05/FF14-2012.pdf>

Smeeding, Timothy and Katherine Thornton. 2018. POVERTY, INCOMES, RACE AND ETHNICITY IN WISCONSIN AND MILWAUKEE: A SUPPLEMENT TO THE 2018 WISCONSIN POVERTY REPORT September, at <https://www.irp.wisc.edu/wp/wp-content/uploads/2018/09/Supplement-WIPovRept-September2018.pdf>

## **Policy Focus: The Earned Income Tax Credit**

US HHS. 2016. Income Tax Credit for Low-Income Individuals and Families.  
<https://www.acf.hhs.gov/css/resource/income-tax-credit-for-low-income-working-individuals>

Hilary Hoynes. 2014. [A Revolution in Poverty Policy: The EITC and the Well-being of American Families](#). Pathways Magazine.

Sykes, Jennifer, Katrin Križ, Kathryn Edin, and Sarah Halpern-Meehin. "Dignity and dreams: What the Earned Income Tax Credit (EITC) means to low-income families." *American Sociological Review* 80, no. 2 (2015): 243-267.  
<http://journals.sagepub.com/doi/abs/10.1177/0003122414551552>

TCWF. 2019. *The Top 10 Reasons Why We Love the EITC*, at  
<http://www.taxcreditsforworkersandfamilies.org/news/the-top-10-reasons-why-we-love-the-eitc/>

## **Policy Focus: Supplemental Nutrition Assistance Program (SNAP)**

Center on Budget and Policy Priorities. 2018. "Chart Book: SNAP Helps Struggling Families Put Food on the Table", February 14<sup>th</sup> at  
<https://www.cbpp.org/sites/default/files/atoms/files/3-13-12fa-chartbook.pdf>

Judith Bartfeld and Timothy Smeeding, Craig Gundersen and James P. Ziliak. 2015. *The basics of SNAP Food Assistance*, IRP Focus on Policy 6.  
<http://www.irp.wisc.edu/publications/policybriefs/pdfs/PB6-SNAP-Basics.pdf>

New York Times Room for Debate: Expand the Use of Food Stamps?  
<https://www.nytimes.com/roomfordebate/2011/09/27/expand-the-use-of-food-stamps>

## **Policy Focus: Child Allowance**

Arloc Sherman and Tazra Mitchell. 2017. "Economic Security Programs Help Low-Income Children Succeed Over the Long Term, Many Studies Find", CBPP, July 17, at  
<https://www.cbpp.org/research/poverty-and-inequality/economic-security-programs-help-low-income-children-succeed-over>

Mathews, Dylan. 2018. "There's a great anti-poverty bill in the Senate. Why haven't we heard more about it?" *Vox*, December, at <https://www.vox.com/future-perfect/2018/12/10/18130870/child-tax-credit-2020-election>

Shaefer, H. Luke, Sophie Collier, Greg Duncan, Kathryn Edin, Irv Garfinkel, David Harris, Tim Smeeding, Jane Waldfogel, Chris Wimer, and Hiro Yoshikawa. 2018. "Transforming the Child Tax Credit into a Universal Child Allowance for American Children", Russell Sage Foundation, *Journal of the Social Sciences*, February, Vol 4, 2, pp 22-44.  
<https://www.rsjournal.org/doi/full/10.7758/RSF.2018.4.2.02>



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**Feb 20<sup>th</sup>, guest speaker, Doug Elmendorf, Dean Kennedy School of Government and former director, Congressional Budget Office.**

Topic: “How does the CBO work and Why? “

Prokop, Andrew. 2017. “The Congressional Budget Office, explained”, June 26, at: <https://www.vox.com/policy-and-politics/2017/3/13/14860856/congressional-budget-office-cbo-explained>

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### **Barriers to Employment**

Bauer, Lauren, Diane Whitmore Schanzenbach, and Jay Shambaugh. 2018. “Work Requirements and Safety Net Programs” *Hamilton Economic Analysis* , October, Brookings at <https://www.brookings.edu/research/work-requirements-and-safety-net-programs/>

Matthew Desmond, Matt. 2018. “Americans Want to Believe Jobs Are the Solution to Poverty. They’re Not”. NY Times Magazine, November, 2018 <https://www.nytimes.com/2018/09/11/magazine/americans-jobs-povertyhomeless.html>

White, Gillian. 2016. “Poverty Compounded “, *The Atlantic*, April 16, at <http://www.theatlantic.com/business/archive/2016/04/how-poverty-compounds/478539/>

Hahn, Heather. 2019. Navigating Work Requirements in Safety Net Programs, an Infographic January 25, at <https://www.urban.org/research/publication/navigating-work-requirements-safety-net-programs>

Walther, Anna. 2018. *Poverty Fact Sheet: Unstable Jobs, Unstable Lives: Low-Wage Work in the United States*. No. 16, 2018–2019. IRP, Madison, December, at <https://www.irp.wisc.edu/resource/unstable-jobs-unstable-lives-low-wage-work-in-the-united-states/>

### **February 27<sup>th</sup>: First op-ed assignment due**

#### **7. February 27<sup>th</sup> Terry Lierman, former Congressional and White House Staff,**

Topic: “How the White House and Congress Works: An Inside look “(BIO)

West Wing. 2001. *A New Formula for Poverty* at <https://www.youtube.com/watch?v=q9EehZlw-zk> and <https://www.youtube.com/watch?v=m8S4JJtVlZQ>

Herd, Pamela and Donald Moynihan. 2019. “The crux of Republican policy: Make public services harder to use,” *Washington Post*, January 28, 2019 at <https://www.washingtonpost.com/amhtml/opinions/the-crux-of-republican-policy->



[make-public-services-harder-to-use/2019/01/28/9e9d4b94-1f66-11e9-8e21-59a09ff1e2a1\\_story.html](http://www.pewresearch.org/fact-tank/2015/09/22/the-many-ways-to-measure-economic-inequality/)

## 8. March 4<sup>th</sup> and 6<sup>th</sup> Inequality and Mobility

Pew Research. 2015. The Many Ways to Measure Inequality. (3 pages)

<http://www.pewresearch.org/fact-tank/2015/09/22/the-many-ways-to-measure-economic-inequality/>

How Rich Are You? - WEALTH INEQUALITY IN AMERICA, watch a short video:

<http://www.youtube.com/watch?v=cIAm0OrRKCI>

Fisher, Jonathan and Tim Smeeding. 2016. Income Inequality. The Poverty and Inequality Report 2016 SOTU Pathways PDF <https://inequality.stanford.edu/sites/default/files/Pathways-SOTU-2016-Income-Inequality-3.pdf>

Stewart, Matthew. 2018. “The 9.9 Percent Is the New American Aristocracy.” The Atlantic (June issue). <https://www.theatlantic.com/magazine/archive/2018/06/the-birth-of-a-new-americanaristocracy/559130/>

Smeeding, Timothy. 2016. “Multiple Barriers to Economic Opportunity for the ‘Truly’ Disadvantaged and Vulnerable,” *Russell Sage Foundation, Journal of the Social Sciences*, Volume: 2, Issue: 2, pp. 98-122.

Tankersly, Jim. 2019. “Warren’s Plan Is Latest Push by Democrats to Raise Taxes on the Rich “, *NYT*, at <https://www.nytimes.com/2019/01/24/us/politics/wealth-tax-democrats.html>

## 9. March 11<sup>th</sup> In class mid- term exam

## 10. March 13<sup>th</sup> Social Security

Smeeding, Timothy .2014. “Adjusting to the Fertility Bust”, Economic Perspectives, *Science*, VOL 346, Issue, 6206 October 10: 163-165 (PDF)

EBRI. 2013. “The Basics of Social Security.” Fact Sheet (May). Washington, DC: Employee Benefit Research Institute. <http://www.ebri.org/pdf/publications/facts/0713fact.pdf>

Center for Budget and Policy Priorities. 2017. Policy Basics: Top Ten Facts about Social Security. <https://www.cbpp.org/research/social-security/policy-basics-top-ten-facts-about-social-security>

Munnell, Alicia H. 2018. “Social Security’s Financial Outlook: The 2018 Update in Perspective.” Center for Retirement Research at Boston College. June, at [http://crr.bc.edu/wp-content/uploads/2018/06/IB\\_18-11-1.pdf](http://crr.bc.edu/wp-content/uploads/2018/06/IB_18-11-1.pdf)

Goldwein, Marc. 2016. “Five Social Security Plans That Really Would Help Make America Great Again”, CRFB and Forbes, AUG 23, at

<http://www.forbes.com/sites/realspin/2016/08/23/five-social-security-plans-that-really-would-help-make-america-great-again/#2f5203967318> (Note the links to five different reform plans )

**March 18<sup>th</sup> and 20<sup>th</sup> – Spring Break – no classes**

**11. March 25<sup>th</sup> Homelessness, guest speaker Marah Curtis, Social Work,**

Park Jung Minh, Angela R. Fertig, and Paul D. Allison. 2011. “Physical and Mental Health, Cognitive Development, and Health Care Use by Housing Status of Low-Income Young Children in 20 American Cities: A Prospective Cohort Study”, *American Journal of Public Health*, Vol 101, No. S1, pp S256-S261 (PDF)

Curtis, Marah, Hope Corman, Kelly Noonan and Nancy E. Reichman. 2013. “Life Shocks and Homelessness,” *Demography*, DOI 10.1007/s13524-013-0230-4 (PDF)

Shroyer, Aaron. 2019. *What Fueled the Increase in Unsheltered Homelessness in 2018?* January 16, Urban Institute, at <https://howhousingmatters.org/articles/fueled-increase-unsheltered-homelessness-2018/>

**12. March 27<sup>th</sup> Criminal Justice Policy**

Travis, Jeremy, Bruce Western, and Steve Redburn, Eds. 2014. “The Growth of Incarceration in the United States: Exploring Causes and Consequences” Introduction (1-12) and Conclusions (334-355) National Academies of Science, at <https://www.nap.edu/catalog/18613/the-growth-of-incarceration-in-the-united-states-exploring-causes> (PDF)

Pager, Devah. 2004. [The Mark of a Criminal Record](#). *Focus*.

Vera Institute. Bail, Fines and Fees. (short video) <https://www.vera.org/research/bail-fines-and-fees>

Harris, Alexes. 2018. Justice Shouldn’t Come with a \$250 Fine”. NYTimes, January 3, at <https://www.nytimes.com/2018/01/03/opinion/alternative-justice-fines-prosecutors.html>

Western, Bruce. 2015. [Mass Incarceration, Visualized](#) (short video)

Room for Debate. 2015 New York Times “Would it be Safer if Fewer Were Jailed ? ” FEBRUARY 26, at <https://www.nytimes.com/roomfordebate/2015/02/26/would-we-be-safer-if-fewer-were-jailed> (PDF)

**13. April 1<sup>st</sup> and 3<sup>rd</sup>, Health and Health Care Policy: Cost, Quality, Access and Value**

Haveman, Robert and Barbara Wolfe. 2010. "US Health Care Reform: A Primer and an Assessment," La Follette School Working Paper No. 2010-013, at <https://www.lafollette.wisc.edu/research/publications/u-s-health-care-reform-a-primer-and-an-assessment>

Kaiser Family Foundation. 2015. Medicare and Medicaid at 50. (video).  
<https://www.youtube.com/watch?v=f9NUCvrrRz4>

Carroll, Aaron and Austin Frakt. 2018. “It Saves Lives. It Can Save Money. So Why Aren’t We Spending More on Public Health?” NYT, May 28, at  
<https://www.nytimes.com/2018/05/28/upshot/it-saves-lives-it-can-save-money-so-why-arent-we-spending-more-on-public-health.html>

Chernew ME, Hirth RA, Cutler DM.2009. “Increased Spending On Health Care: Long-Term Implications For The Nation”. *Health Affairs*, 2009; 28(5):1253-5, at,  
<https://www.healthaffairs.org/doi/10.1377/hlthaff.28.5.1253>

Sarah Kliff and Dylan Scott. 2019. “We read Democrats’ 9 plans for expanding health care. Here’s how they work”. <https://www.vox.com/2018/12/13/18103087/medicare-for-all-explained-single-payer-health-care-sanders-jayapal> (Updated Mar 20), Vox

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#### **14. April 8<sup>th</sup> and 10<sup>th</sup> Environment and Energy Policy**

Guest speaker, Greg Nemet, LaFollette (April 10<sup>th</sup>) “Climate and Energy Policy”

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## **15. April 15<sup>th</sup> and 17<sup>th</sup> Education Policy: Higher Education, K-12 and ECE**

Guest speaker, Hilary Shager, IRP (April 17<sup>th</sup>) “Early Childhood Education Policy: Opportunities and Challenges”

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Elizabeth Mann Levesque. 2018.” 5 ways to boost community college completion rates”,

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## 16. April 22<sup>nd</sup> and 24<sup>th</sup> Regulatory Policy: gun control and more.

### Guest speaker, Susan Yackee, LaFollette (April 24<sup>th</sup>) “Regulations and Rulemaking”

Watkins, Christine. 2019. Gun Control: The Debate and Public Policy, January 15 at <https://www.socialstudies.org/sites/default/files/publications/se/6105/610502.html> 1/6

Lopez, German. 2018. “Massachusetts has an answer to America’s gun problem” – *Vox*, Nov 13 at <https://www.vox.com/2018/11/13/17658028/massachusetts-gun-control-laws-licenses>

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Understanding the public comment period: Episode 3 in Civics, 101, podcast at: <https://www.civics101podcast.org/civics-101-episodes/ep3>

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## 17. April 29<sup>th</sup> Immigration policy

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**18. May 1<sup>st</sup> second exam-take home**

**19. May 9<sup>th</sup> final testimony paper due**

*Topic to squeeze in—somewhere if possible*

**20. World Child Poverty and Public Policy**

Haskins, Ron. 2014. Social Programs that Work” New York Times, December 31st at [http://www.nytimes.com/2015/01/01/opinion/social-programs-that-work.html?\\_r=0#](http://www.nytimes.com/2015/01/01/opinion/social-programs-that-work.html?_r=0#)

World Bank. 2018. *Poverty and Shared Prosperity 2018: Piecing Together the Poverty Puzzle, Overview* ( only ) Washington, DC: World Bank, at: <https://openknowledge.worldbank.org/bitstream/handle/10986/30418/211330ov.pdf?sequence=2&isAllowed=y>

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