

Public Affairs (LAF/PubAffr) 888, Spring 2013
Comparative and National Social Policy

SYLLABUS, SCHEDULE, AND REQUIRED READING LIST

INSTRUCTOR

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MEETING TIME and PLACE

Tuesday 9:00 a.m. to 10:55 a.m., 4308 Sewell Social Science

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

OFFICE HOURS

Monday 12:00 - 2:00 p.m., 3420 SSSB or by appointment via Dave (dchancel@ssc.wisc.edu) due to travel and management schedule).

In any case, check with me in class, and if you use email (usually fastest), copy Dave as he has my schedule. Or call 890-1317 and speak to Dave. 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, 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 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

Masters in International Relations 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 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.

1. Everything is online at Learn@UW., including PowerPoints and other notes
2. The *required* reading list follows. *The longer reference reading list including research articles on given topics will be on Learn@UW* where this list is also found.

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 Dave Chancellor or Professor Smeeding.

On this page, you will find each class PowerPoint *You will also find all of the required readings 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.

If there is a problem with a link, please notify Dave 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

CLASS LISTSERVE

The listserv address pubaffr888-1-s13@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 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) 888 KEY DATES AND BASIC SCHEDULE Spring 2013			
Week	Date	Lecture/Topic	Comments and Exercise (due date)
1	1/22	Introduction and Overview	Show up, having read a bit
2	1/29	Role of Government in Social Policy: Approaches, Values, and Institutions	Get the “Big Picture” day on Values and Ideology
3	2/5	Doing Policy Analysis(Program Evaluation and Implementation) in Social Policy: Tools for You to Use; Evidence and Analytic Methods and for Social Programs	Sequential paper topic (one paragraph outline and barebones bibliography) due. Outline returned with comments on 2/12
4	2/12	Financing Income Security: The Poor, the Old, the Children, the Cost and the Deficit.	The ‘stuff’ begins, dollars first, Short Assignment #1 distributed
5	2/19	Social Policy Context: Family Change and Family Policy. //	Short Assignment #1 due
6, 7	2/26 and 3/5	Social Policy Context: Poverty, Inequality, Immobility, and Economic Polarization. //	The changing and mostly unequal socioeconomic world Sequential Paper Part I: Problem Analysis due on 3/5
8	3/12	Human Capital Investment: Schooling, Job Training, and so on. //	One piece of puzzle; and preferred policy vehicle for enhanced social mobility?
9 and 10	3/19 and 4/2	Health and Health Care Systems: Focus on Families and Children.	Short Assignment #2: distributed on 3/19, due on 4/2
11	4/9	National Health Care System Reformed: What is New and What is left to be Done? //	
12	4/16	Urban Social Policy: Neighborhoods, Housing, Jobs, Young Men, and Crime—The ‘Low Market Income’ Problem. //	
13	4/23	Income Transfers and Earnings —The ‘Low Income’ Poverty and Welfare Solution? //	Sequential paper part II: solution analysis due
14	4/30	Aging: Social Security, Risk Shifting. //	
15	5/7	Medicare, Long Term Care and Disability. //	Last Class
Monday 5/13		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 REQUIRED READING LIST:

All of the articles here are required. These can be obtained from the class page on Learn@UW. The first 4 weeks of the required reading list will be distributed before the first class and are below. The rest will be emailed with the complete syllabus for weeks 5–15, once I know more about your cross-national interests.

In addition to the required readings, there are many reference readings available as well. 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 (recorded by David Chancellor), 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

Jan. 22nd: Introduction and Overview: Some short readings (Emailed readings for weeks 1 to 4 to all on January 18th to be Read *Before* Class). All are available on the class’s Learn@UW page, but with links here as well

Blank, Rebecca. 1992. “Social Scientists and the Problem of Poverty.” *Chronicle of Higher Education*, August 5, 1992.

Cancian, Maria, and Sheldon Danziger. 2009. Introduction to *Changing Poverty and Changing Policies* (Russell Sage Press, NY), short version, pp. 1–6.

Blum, Barbara. 2010. “Obama’s Quiet War to Fight Poverty.” MDRC. December 1.

And some success:

Bernstein, Jared. 2012. “It’s Hard for People to Believe It When Government Gets It Right,” Posted: 12/01 at http://www.huffingtonpost.com/jared-bernstein/its-hard-for-people-to-be_b_2223739.html

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>.

Blow, Charles M. 2011. “Inconvenient Income Inequality.” *New York Times*, December 16. At http://www.nytimes.com/2011/12/17/opinion/blow-inconvenient-income-inequality.html?_r=1&ref=charlesmblow

Leonhardt, David. 2011. “Lessons from the Malaise.” *New York Times*, July 26. At <http://www.nytimes.com/2011/07/27/business/economy/lessons-from-the-us-economys-malaise.html?scp=1&sq=%E2%80%9CLessons%20from%20the%20Malaise.%E2%80%9D&st=cse> (his last column as editor of the Economic Scene in the NYT)

An update followed recently:

Leonhardt, David. “Standard of Living Is in the Shadows as Election Issue” *New York Times*, July 26, At <http://www.nytimes.com/2012/10/24/us/politics/race-for-president-leaves-income-slump-in-shadows.html>

- 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>.
- Sawhill, Isabelle V. 2002. "Is Lack of Marriage the Real Problem?" *American Prospect* 13(7): April. Available at <http://prospect.org/article/lack-marriage-real-problem>
- Norquist, Grover. 2004. "How Alternatives to the Welfare State Evolve." *The American Enterprise*. April/May. (PDF online at Learn@UW).
- Kelly, Brendan, and David Fein. 2009. "Innovative Strategies for Increasing Self-Sufficiency (ISIS) Project: Stakeholder Views from Early Research." ISIS Project, Office of Planning, Research, and Evaluation Administration for Children and Families, U.S. Department of Health and Human Services. (PDF online at Learn@UW).

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 29th: Role of Government in Social Policy: Approaches and Values

- Brooks, D. 2009. "The Values Question." *New York Times*. November 24.
- Levin, Yuval. 2011. "Beyond the Welfare State." *National Affairs* 7, Spring: 1-18
- 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.
- Reinhardt, Uwe E. 2011. "Bristol Palin and How Society Establishes Value." *New York Times*. July 8, 2011.
- Haskins vs. Coontz. 2012. "Should governments encourage their citizens to marry?" *Economist Debates*, December 11-12. See <http://www.economist.com/debate/days/view/908>, and <http://www.economist.com/debate/days/view/913>
- Andersen, Kurt. 2012. "The Downside of Liberty." *New York Times*. July 3.
- Belluck, Pam. 2010. "For Forgetful, Cash Helps the Medicine Go Down." *New York Times*. June 13.

Kristof, Nicholas. 2012. "Markets and Morals." *New York Times*. May 30.

Jauhar, Sandeep. 2010. "No Matter What, We Pay for Others' Bad Habits." *New York Times*. March 29.

Cherlin, Andrew J. 2012. "Do Unmarried Poor Have Bad Values or Bad Jobs?" "Bloomberg, December 25th at <http://www.bloomberg.com/news/print/2012-12-25/do-unmarried-poor-have-bad-values-or-bad-jobs-.html>

Brooks, D. 2005. "The Virtues 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.

Week 3

February 5th: Doing Policy Analysis (Program Evaluation and Implementation) in Social Policy: Tools for You to Use; and Evidentiary Analytic Methods 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).

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.

The evidence thing:

Kling, Jeffrey. 2011. "CBO's Use of Evidence in Analysis of Budget and Economic Policies." Presentation at the Annual Fall Research Conference of APPAM. Washington, D.C., November 3.

Baron, John. 2012. "Applying Evidence to Social Programs." *New York Times*, November 29, at <http://economix.blogs.nytimes.com/2012/11/29/applying-evidence-to-social-programs/>

Tseng, Vivian. 2012. The Uses of Research in Policy and Practice. Sharing child and youth development knowledge. Volume 26, number 2 (see PDF)

Evaluating programs and evidence:

Rickert, Chris. 2012. "Audit casts light on gulf in accountability" *Wisconsin State Journal*, June 17.

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.

Just a little methodology:

Ludwig, Jens, Jeffrey R. Kling, and Sendhil Mullainathan. 2011. "Mechanism Experiments and Policy Evaluations." *Journal of Economic Perspectives* 25(3): 17–38.

Bloom, Howard. 2010. "Nine Lessons about doing Evaluation Research." At <http://www.mdrc.org/publications/575/presentation.html>.

And a bit on the press:

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

February 12th: Financing Income Security: The Poor, the Old, the Children, and especially the Cost and the Deficit. (Short Assignment #1 distributed)

Basics and overview:

Rivlin, Alice M. 2011. "After the Lost Budget Opportunities of 2011: What Next?" *Up Front Blog*. Brookings Institution. Posted December 27.

CBO, 2013, "The Long Term Budget Outlook" February at <http://www.cbo.gov/sites/default/files/cbofiles/attachments/43907-BudgetOutlook.pdf>

CBO. 2012. "Testimony on the Long Term Budget Outlook," June 6th, at http://www.cbo.gov/sites/default/files/cbofiles/attachments/LTBO_Testimony.pdf

Elmendorf, Douglas W. 2012. "Choices for Federal Spending and Taxes" Presentation at the University of Michigan, September 20 (PowerPoint).

Bilheimer, Linda T. 2012. "Implications of Rising Health Care Costs." Congressional Budget Office: Presentation to the Heritage Foundation. January 13.

Who gets what?

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.

Mettler, Suzanne, and John Sides. 2012. "We are the 96 percent." *New York Times*. September 24th, at <http://campaignstops.blogs.nytimes.com/2012/09/24/we-are-the-96-percent/>

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>

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

Deficit reduction: who will pay and how?

CFRB. 2012. Options for Controlling Federal Health Care Costs. June 27 (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

Perez, J., Gabe Horwitz, and David Kendall. 2012. "Collision Course: Why Democrats Must Back Entitlement Reform." *Third Way*, Washington. JULY (PDF)

Rosenberg, Tina. 2012 "The Promise of Social Impact Bonds" *New York Times*, June 20 at <http://opinionator.blogs.nytimes.com/2012/06/20/the-promise-of-social-impact-bonds/>

Fiscal Federalism and government size:

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

Rampell, Catherine. 2012. "Big Government? Isn't So Big by Historical Standards. It's Also Shrinking." July 27th, *New York Times*, at <http://economix.blogs.nytimes.com/2012/07/27/big-government-isnt-so-big-by-historical-standards-its-also-shrinking/>

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

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

Dadayan, Lucy, and Donald J. Boyd. 2013. "The Depth and Length of Cuts in State-Local Government Employment Is Unprecedented" Rockefeller Institute, SUNY Albany, at http://www.rockinst.org/pdf/government_finance/2013-01-09-State-Local_Government_Employment.pdf

New York Times. 2012. "The Geography of Government Benefits" *New York Times*, February 11, interactive summary at <http://www.nytimes.com/interactive/2012/02/12/us/entitlement-map.html?ref=us>

Palmer, John L., and Rudolph G. Penner. 2012." The Hard Road to Fiscal Responsibility "Public Budgeting & Finance/Fall 2012 (add PDF)

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. 2012. "Long-Term Realistic Baseline," June 12, (Word doc online)

Week 5**Feb. 19th: Social Policy Context: Family Change and Family Policy (Short Assignment #1 due at beginning of class)**

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

DeParle, Jason. 2012. Two Classes, Divided by 'I Do'. *NY Times*, July 14 at http://www.nytimes.com/2012/07/15/us/two-classes-in-america-divided-by-i-do.html?_r=1

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

Frey, William H., Alan Berube, Audrey Singer, and Jill Wilson. 2011. "Five Things the Census Revealed about America in 2011." *Brookings State of Metropolitan America Policy Brief* 48.

Greenstone, M and D. Looney. 2010. *Ten facts about Immigration*. Brookings, Hamilton Project http://www.brookings.edu/~media/research/files/reports/2010/9/immigration%20greenstone%20looney/09_immigration

Guzzo, K. and K. Payne. 2013. *Intentions and Planning Status of Births: 2000-2010* NCFMR. January, at http://ncfmr.bgsu.edu/pdf/family_profiles/file122487.pdf

Jacobsen, L. A., M. Mather, and G. Dupuis. 2012. *Household Change in the United States*, PRB, September, at: <http://www.prb.org/pdf12/us-household-change-2012.pdf>

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.

Sawhill, I., 2013. "Family Structure: The Growing Importance of Class" *Washington Monthly*, January/February, at: <http://www.brookings.edu/research/articles/2013/01/family-structure-class-sawhill> (good transition to weeks 6, 7).

Thomas, Adam, and Emily Monea. 2011. "The High Cost of Unintended Pregnancy." *CCF Brief #45*, Center on Children and Families at Brookings. July.

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

Some General policy approaches /suggestions

- Folbre, Nancy. 2013. "The Underpopulation Bomb." *New York Times*, February 11.
- Cancian, Maria, Daniel R. Meyer, and Deborah Reed. 2010. "Promising Antipoverty Strategies for Families." *Fast Focus* 6. University of Wisconsin–Madison, Institute for Research on Poverty.
- Cecchini, S. 2009. "Do CCT Programs Work in Low Income Countries?" IPC One Pager #90. July. (Much More on CCT's later on!)
- Haskins, Ron, Jane Waldfogel, and Sara McLanahan. Fall 2011. "Work-Family Conflict: Look to Employers and Communities for Solutions." *The Future of Children*, Policy Brief.
- 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.
- Smeeding, T. M., and Marcia J. Carlson. 2011. "Family Change, Public Response: Social Policy in an Era of Complex Families," in M. Carlson and P. England, eds. *Social Class and Changing Families in an Unequal America*. Stanford University Press.
- Waldfogel, J. "The Role of Family Policies in Antipoverty Policy." *Focus* 26(2). University of Wisconsin–Madison, Institute for Research on Poverty. Available at <http://www.irp.wisc.edu/publications/focus/pdfs/foc262i.pdf>.

Weeks 6 and 7

February 26th and March 5th: Social Policy Context: Poverty, Inequality, Immobility, and Economic Polarization. (Sequential Paper Part I: "Problem" analysis due at the beginning of class on March 5th)

Poverty Issues (Week 6)

- Addy, S., W. Engelhardt, and C. Skinner. 2013. Basic Facts about Low-Income Children under 18 Years, 2011. NCCP at http://nccp.org/publications/pdf/text_1074.pdf
- DeParle, Jason. 1997. "Learning Poverty Firsthand." *New York Times Magazine* (April 27): 33–35.
- Edsall, T. 2013. "The hidden prosperity of the poor?" *NY Times*, January 30, at: <http://opinionator.blogs.nytimes.com/2013/01/30/the-hidden-prosperity-of-the-poor/>
- Haveman, Robert. 1995. "What Economists Can and Cannot Do for Journalists." *FACS News Backgrounder*. Los Angeles, CA: Foundation for American Communication.
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Week 12

April 16th: Urban Social Policy: Neighborhoods, Housing, Jobs, Young Men and Crime

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Week 13

April 23rd: Employment, Income Transfers, and Earnings – The 'Low Income' Poverty and Welfare Solution?

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Week 14

April 30th: Aging: Social Security and Risk Shifting of Security in Old Age

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Week 15

May 7th: Long Term Care, and Disability (and Medicare in the United States) (Last class!)

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Policy options: Disability and Medicare

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FINAL DEADLINE

Monday, May 13th: Sequential Paper Part III, Final Paper due 3:00 p.m., 3420 SSSB