

AS.360.247 Introduction to Social Policy and Inequality: Baltimore and Beyond
Johns Hopkins University, Fall 2018
T, Th: 10:30 – 11:45 a.m. Mergenthaler 111
Syllabus

Instructors:

Stefanie DeLuca, Department of Sociology

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Teaching Assistants:

Luize Eihmane, Department of Political Science

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Office hours: 11:45 – 12:45, Mudd Hall cafe

Course Description:

This is an interdisciplinary course that will introduce students to basic concepts in economics, political science, and sociology relevant to the study of social problems and the programs designed to remedy them. We will address issues of national policy importance, as well as concerns specifically focused on Baltimore City and the metropolitan region. Students will be introduced to some of the key methodologies social scientists employ, and will learn to critically evaluate the theoretical and empirical literature in the field. Introduction to Social Policy is open to all freshmen, sophomores, and juniors and there are no prerequisites. The course is required for the new Social Policy minor and counts towards the required courses needed for majoring in Sociology and Political Science. The course is also writing-intensive and counts towards general distribution requirements.

Readings:

The following texts are required. If you do not wish to purchase them, copies are on two-hour reserve at the Milton S. Eisenhower Library.

Campbell, Andrea Louise, *Trapped in America's Social Safety Net: One Family's Struggle* (Chicago: University of Chicago Press, 2014).

Crenson, Matthew, *Baltimore: A Political History* (Baltimore: Johns Hopkins University Press, 2017).

DeLuca, Stefanie, Susan Clampet-Lundquist and Kathryn Edin, *Coming of Age in the Other America*. (New York: Russell Sage, 2016).

Ehrenreich, Barbara, *Nickel and Dimed* (New York: Henry Holt and Co. 2001).

Noble, Charles, *Welfare As We Knew It: A Political History of the American Welfare State* (New York: Oxford University Press, 1997).

All other required readings are available through the course website or on electronic reserve at the Milton S. Eisenhower library.

Website:

This course has a Blackboard website which you should consult frequently for announcements. Blackboard will also be used as a forum for online discussions. You can access the course website at blackboard.jhu.edu.

Class Format:

The format of the class is lecture and discussion. With the exception of Tuesday, September 4 (first class) we will have lecture on Thursday and discussion on Tuesday. All lectures will take place in Mergenthaler 111. For most discussions we will break off into smaller sections (noted in the syllabus as “breakout rooms”). At the end of each block (economics, sociology, political science) we will meet for a large class discussion in Mergenthaler 111.

All students should come to discussion section prepared to comment on, and critique, the assigned reading and ask questions. Participation in class and online discussions contributes to your grade.

Electronics:

No laptops, tablets, or phones are allowed in this class.

Course Requirements:

Memos (70 points) During the semester, you will write **four** memos. Each memo will be approximately 6 pages in length, double-spaced, 1-inch margins, and 12pt font. Memo topics will be distributed approximately two weeks before the deadline with specific guidelines posted on the course website. Your memo should be submitted both online (Blackboard) and in hard copy to the TAs with a copy of the memo guidelines stapled to the front of your memo. If you would like to improve your writing skills, you are encouraged to use the excellent resources available at the Johns Hopkins Writing Center which is located in Gilman Hall in the north wing of the Hutlzer Reading Room (Room 230). Writing guidelines are also posted on the course website.

Online deadlines for each memo are **5 p.m.** on the dates listed below. These deadlines are firm. For each 24-hour period your memo is late a penalty of one-third of a grade will be imposed (e.g. from B to B minus). The hard copy of your memo should be submitted in class the next day.

Memo#1 Due:	Wednesday, October 3
Memo#2 Due:	Wednesday, October 31
Memo#3 Due:	Wednesday, December 5
Memo#4 Due:	Tuesday, December 18

Reflections (18 points): Most weeks students will post a **one-paragraph** (no more than 300 words) reflection on Blackboard. This should include insights into the reading assignments, class lecture, or other issues related to the course (e.g. news items, published research). These paragraphs should directly cite the readings for class. A rubric for the reflection is on the course website. Posts are due by **5 p.m. on Mondays**. There are 9 reflections, but only 6 will count towards your final grade. Reflections with the lowest grades will be dropped; alternatively, if you are pressed for time in a particular week you may decide not to submit a reflection. However, you must complete two responses on each section of the course (economics, sociology, political science).

Participation (12 points): Your participation grade will be based on attendance at, and contribution, to weekly discussions. Students are expected to come to class prepared to discuss the readings and lecture material. Exceptions to the policies outlined above will be granted for documented medical reasons only.

Students are assigned to the following breakout rooms and faculty:

Section 1 Mergenthaler 111 (DeLuca)
Section 2 Shaffer 303 (Morgan)
Section 3 Mudd 26 (Schlozman)

Academic Dishonesty:

Cheating hurts our community by undermining academic integrity, creating mistrust and fostering unfair competition. The university will punish cheaters with failure on an assignment, failure in a course, permanent transcript notation and/or expulsion. Violations can include cheating on exams, plagiarism, reuse of assignments without permission, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery, falsification and lying. Please see the website of the Dean of Student Life for more information.

Course Outline and Reading List:

Date:

T 9/4 Introduction to the Course

R 9/6 Trends in Earnings and Income Inequality - Lecture (Morgan)

Reich, Robert, "Inequality for All," a video that can be accessed at no cost:

<https://www.youtube.com/watch?v=fjYlr5G22IYA>

Reflection #1 due 5 p.m., Monday, September 10

T 9/11 Trends in Earnings and Income Inequality – Discussion (*breakout rooms*)

R 9/13 Causes of Earnings and Income Inequality - Lecture (Morgan)

Bernanke, Ben. S "The Level and Distribution of Economic Well-Being," speech before the Greater Omaha Chamber of Commerce, 6 February, 2007.

Reflection #2 due 5 p.m., Monday, September 17

T 9/18 Causes of Earnings and Income Inequality – Discussion (*breakout rooms*)

R 9/20 Inequality, Good Jobs and Bad Jobs - Lecture (Morgan)

Ehrenreich, Barbara, *Nickel and Dimed* (whole book)

Reflection #3 due 5 p.m., Monday, September 24

T 9/25 Inequality, Good Jobs and Bad Jobs – Discussion (*breakout rooms*)

R 9/27 Inequality and Public Policy - Lecture (Morgan)

Mankiw, N. Gregory, "Defending the One Percent," *Journal of Economic Perspectives*, 27 (3) 2013, 21-34.

Stiglitz, Joseph E., "Inequality and Economic Growth," Chapter 8 of *Rethinking Capitalism*, Mariana Mazzucato and Michael Jacobs, eds, (Hoboken, NJ: Wiley-Blackwell, 2016).

- T 10/2** **Inequality and Public Policy – Discussion (Mergenthaler 111)**
MEMO #1 due online 5 p.m., Wednesday, October 3 and hard copy in class, Thursday October 4
- R 10/4** **Racial Segregation and Urban Neighborhoods - Lecture (DeLuca)**
 Massey, Douglas and Nancy Denton, “The Persistence of the Ghetto” and “The Continuing Causes of Segregation” in *American Apartheid* (Cambridge, MA: Harvard University Press, 1993), 60-114.
 Sharkey, Patrick, “The Intergenerational Transmission of Context.” *American Journal of Sociology*, 113 (2008), 931-969.
 DeLuca, Stefanie, Philip Garboden and Peter Rosenblatt, “Segregating Shelter: How Housing Policies Shape the Residential Locations of Low Income Minority Families,” *Annals of the American Academy of Political and Social Science* 647 (2013), 268-299.
- Reflection #4 due 5 p.m., Monday, October 8
- T 10/9** **Racial Segregation and Urban Neighborhoods – Discussion (breakout rooms)**
- R 10/11** **Moving to Opportunity and Housing Policy – Lecture (DeLuca)**
 DeLuca et al, “More People That Have Stuff To Live For Here,” *Coming of Age in the Other America* (New York: Russell Sage, 2016), 17-58.
 Chetty, Raj, Nathaniel Hendren, and Lawrence Katz, “The Effects of Exposure to Better Neighborhoods on Children: New Evidence from the Moving to Opportunity Project.” *American Economic Review* 106 (4) 2016, 855-902.
 Department of Housing and Urban Development, Affirmatively Furthering Fair Housing Rule https://www.huduser.gov/portal/affht_pt.html#final-rule
 Summary of SCOTUS decision in *Texas Department of Housing & Community Affairs v. The Inclusive Communities Project, Inc.*
<http://www.scotusblog.com/2015/06/paul-hancock-fha/>
- Reflection #5 due 5 p.m., Monday, October 15
- T 10/16** **Moving to Opportunity and Housing Policy – Discussion (breakout rooms)**
- R 10/18** **Urban Youth, Identity and the Streets - Lecture (DeLuca)**
 DeLuca et al, “Following My Passion” and “You Never Know, This is Baltimore,” *Coming of Age in the Other America*. (New York: Russell Sage, 2016), 59-118.
 United States Department of Justice, Civil Rights Division. *Investigation of the Baltimore City Police Department*, August 2016
<https://www.justice.gov/opa/file/883366/download>
- Reflection #6 due 5 p.m., Monday, October 22
- T 10/23** **Transition to Adulthood for Urban Youth and Policy – Lecture (DeLuca)**
 DeLuca et al, “It’s Kind of Like Crabs in a Bucket,” “In and Out Before You Know It,” and “If It Can Cause Some Kind of Change,” *Coming of Age in the Other America*, (New York: Russell Sage, 2016), 117-201.

Huelsman, Mark, "Betrayers of the Dream: How Sleazy For-Profit Colleges Disproportionately Targeted Black Students." *American Prospect*, July 12, 2015.
Gainful Employment Rule Summary: <http://www.ed.gov/news/press-releases/obama-administration-announces-final-rules-protect-students-poor-performing-career-college-programs>

R 10/25 Moving to Opportunity and Housing Policy - Discussion (*breakout rooms*)

T 10/30 Transition to Adulthood – Discussion (*Mergenthaler 111*)

MEMO #2 due 5 p.m., Wednesday, October 31 and hard copy in class, Thursday, November 1

R 11/1 The American Political Economy – Lecture (Schlozman)

Noble, Charles, *Welfare As We Knew It: A Political History of the American Welfare State* (New York: Oxford University Press, 1997), 19-35, 54-128.

Bonica, Adam, Nolan McCarty, Keith T. Poole, and Howard Rosenthal, "Why Hasn't Democracy Slowed Rising Inequality?" *Journal of Economic Perspectives* 27 (2013), 103-124.

Reflection #7 due 5 p.m., Monday, November 5

T 11/6 The American Political Economy – Discussion (*breakout rooms*)

R 11/8 Consequences of a Fragmented Welfare State – Lecture (Schlozman)

Campbell, Andrea Louise, *Trapped in America's Social Safety Net: One Family's Struggle* (Chicago: University of Chicago Press, 2014), ix-70, 101-131.

Esping-Andersen, Gösta and John Myles, "Economic Inequality and the Welfare State," in *The Oxford Handbook of Economic Inequality*, ed. Wiemer Salverda, Brian Nolan, and Timothy M. Smeeding (Oxford: Oxford University Press, 2009), 639-664.

Reflection #8 due 5 p.m., Monday, November 12

T 11/13 Consequences of a Fragmented Welfare State – Discussion (*breakout rooms*)

R 11/15 Baltimore – Lecture (Schlozman)

Crenson, Matthew, *Baltimore: A Political History* (Baltimore: Johns Hopkins University Press, 2017), 1-5, 390-514.

T 11/20 NO CLASS—Thanksgiving Break

R 11/22 NO CLASS—Thanksgiving Break

Reflection #9 due 5 p.m., Monday, November 19

T 11/27 Baltimore – Discussion (*breakout rooms*)

- R 11/29** **Alternatives from Here – Lecture (Schlozman)**
Annelise Orleck, *Storming Caesars Palace: How Black Mothers Fought Their Own War on Poverty* (Boston: Beacon Press, 2005), 131-167.
Murray, Charles, *Losing Ground: American Social Policy, 1950-1980* (New York: Basic Books, 1984), 196-218.
Gordon, Linda, “Who Deserves Help? Who Must Provide?” *Annals of the American Academy of Political and Social Science* 577 (2001), 12-25.
Coates, Ta-Nehisi, “The Case for Reparations,” *The Atlantic*, May 2014, 54-71.
- T 12/4** **Alternatives from Here – Discussion (*Mergenthaler 111*)**

MEMO #3 due 5 p.m., Wednesday, December 5 and hard copy in class Thursday, December 6
- R 12/6** **Course Wrap-Up**

MEMO #4 due 5 p.m., December 18