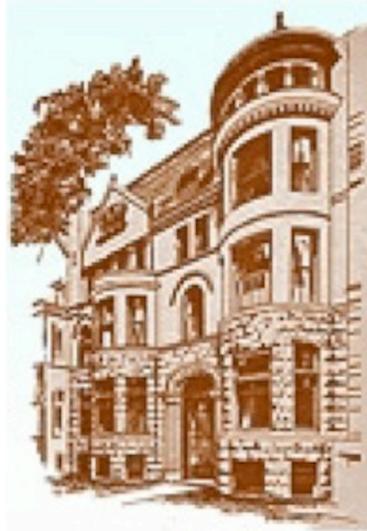


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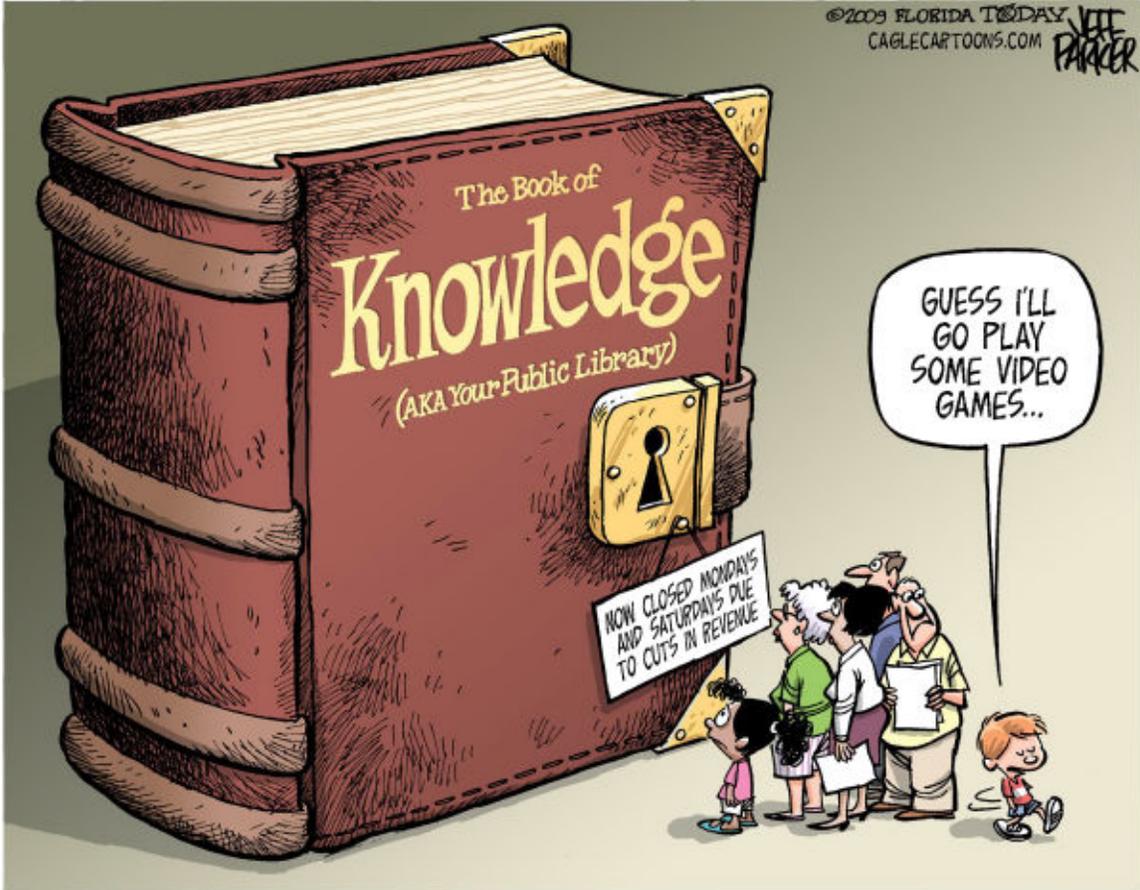
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From the PSO President

Seeking Syllabi. Complementing New PSO Journals

This year the *Digest of Middle East Studies* will be going to Policy Studies Organization members as part of the PSO collection. Previously published by Global Information, it joins the Wiley PSO family of journals. The *Digest of Middle East Studies* has been published for many years under the distinguished editorial leadership of Professor Mohammed Aman, sometime Dean of the School of Information Studies and the School of Education of the University of Wisconsin, and previously Dean of the School of Library and Information Science of Long Island University. He is an Archon of Colophon (the discrete society of library leaders) and has many honors from various Middle Eastern governments. Dr. Aman is a brilliant editor, and DOMES, as the journal is widely known, is a very distinguished addition to the PSO list. We hope we can solicit some policy oriented Middle Eastern syllabi for publication in the *Proceedings*.

A second title that becomes part of the collection this year is *Latin American Policy*, published in cooperation with Tecnológico de Monterrey, the well known Mexican university. This journal is edited by the much published Professor Isidro Morales, who directs public policy programs at the Tec campus in Mexico City and who has been visiting professor at the Watson Institute at Brown as well as at American University in Washington. Again, with this new title appearing regularly, related syllabi will be most welcome.

Paul Rich

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From the PSO Proceedings Editor

Seeking an Advisory Board.

On behalf of the PSO I would like to thank those people who have contributed to the purposes of the Proceedings by sending us their syllabi to share in our publications. During last year we published a couple of sets which have been useful and well received, and we are glad to be serving as a vehicle to share information that would otherwise remain seen by very few eyes only. This year we will continue sharing more of this kind of material on a regular basis. Feel free to contact me anytime if you wish to have your own syllabi published, or whatever material you think might be pertinent for the aims of the Proceedings. The main idea is to help disseminate information that is useful in one way or another to the academic world.

On a different note, I would also like to invite anyone to become part of the PSO Proceedings Advisory Board. Let me say that the only obligation is to mention, when appropriate, the desire to publish materials related to teaching. With an Advisory Board up and running, we'll be able to reach out and request pedagogy books for reviewing.

Daniel I. Gutierrez

dgutierrez@ipsonet.org

Syllabi

The following syllabi were sent to us per our invitation to share them in our journals. We received many more and they will be published in future Proceedings. As we hope these documents will be of use to the teaching of policy studies and curriculum development, we would like to encourage professors to send us their material for consideration. Material can be sent to Daniel Gutierrez at dgutierrez@ipsonet.org

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- IV. Research Practicum on Inequality, Poverty and Public Policy**
Prof. Irwin Garfinkel

I. Foundations of Social Policy

Prof. Kenneth Apfel

Kenneth S. Apfel is a professor and director of the public management program at the School of Public Policy at the University of Maryland. He held the Sid Richardson Chair in Public Affairs at the LBJ School of Public Affairs from 2001-6. Prior to his academic appointments, he served as Commissioner of the Social Security Administration from 1997 to 2001. Apfel previously worked in a number of senior federal capacities, including service in the Office of Management and Budget in the Executive Office of the President, and at the U.S. Department of Health and Human Services, where he served from as the Assistant Secretary for Management and Budget. From 1980 to 1993, Apfel worked on Capitol Hill for Senator Bill Bradley and with the US Senate Budget Committee. Apfel was a Presidential Management intern following his graduation from the LBJ School in 1978. He is an elected Fellow and Board Chair of both the National Academy of Public Administration and the National Academy of Social Insurance.

Description

This course is designed to provide students with an understanding of: (1) the key demographic and economic trends underway in the US, with particular attention placed on the changing picture of the poor, the elderly and our increasingly diverse population; (2) the history and evolution of social policies in the United States as well as the structure of programs and responsibilities among levels of government and the private sector; (3) an assessment of key U.S. social programs and future challenges, and (4) a comparison of the social policies of the US and various other nations.

A substantial share of the course work is devoted to policy analysis and discussion of the programs that now support the key areas of social policy—income security, health care and human capital investment. We examine key contemporary policy issues and options in all of these areas, including welfare reform and support for the poor and disabled, education policy, Social Security and Medicare for the elderly and health insurance for the non-elderly.

Historical readings are from *The Divided Welfare State* (Hacker) and *From Poor Law to Welfare State* (Trattner). The other principal readings are chapter drafts from *Changing Poverty* edited by Danziger & Cancian. These drafts were the subject of a recent conference held in 2008 at the Institute for Research on Poverty at the University of Wisconsin. In addition, I have assigned a number of book chapters, articles and government publications, as well as topical policy research papers and advocacy pieces. A very wide range of opinion and analysis is presented.

The course requires very extensive reading and class preparation as well as a high level of participation in class. Student assessment is based on class participation, weekly writings posted to the discussion board, short and lengthy written assignments, and presentations on a variety of social policy topics.

Readings

- *The Divided Welfare State*, by Hacker. Cambridge University Press, 2003 (noted in syllabus as **DWS**).
- *From Poor Law to the Welfare State*, by Trattner. NY: The Free Press (Simon and Schuster), sixth edition, 1999 (noted in syllabus as **PLWS**).

Other Readings:

The chapter drafts from *Changing Poverty*, edited by Danziger & Cancian, are noted in the syllabus as CP. An excellent supplementary reading source is *The Green Book*, a House Ways and Means Committee 2004 compilation of federal social programs. The Green Book is available on line at: <http://www.gpoaccess.gov/wmprints/green/2004.html>

Course Requirements

1) Class participation and “weekly responses” to readings:

All students are expected to prepare for and to actively participate in class discussions. It is absolutely essential that students read the course materials in advance of class. Downward adjustments in grades will be made if students miss a significant number of classes or fail to actively participate in class.

Prior to each class (except the first class and the last two classes), I ask that you post a brief reaction—no longer than 100-200 words—to the Blackboard “*discussion board*”, to be available for reading by all members of the class. I urge you to read, build on and respond to the comments of the other class members. All reactions are due by midnight the day before class. Your response should include the following:

- **Insight/Idea:** What did you see as the most important insight/idea from the readings?
- **Reaction:** What are your reactions? Are you convinced of any conclusions? If there are apparent inconsistencies or contradictions among the readings, what do you make of them?
- **Class discussion:** What one or two key issues, questions or concerns would you particularly like to discuss in class?

2) International Presentations:

During the first class session, I will ask all students to rank their interest in the international cases that we will examine over the course of the semester. Students will make presentations and lead discussions on the social policy systems and challenges facing a variety of other countries—as examples, the Canadian health care system, the Chilean and/or British public pension systems, the German long term care system, etc. A three page summary memo on the topic is to be prepared and distributed to the class a day prior to the presentation.

3) Cross-fire Sessions:

During the first class session, I will ask all students to rank their interest in the cross-fire sessions that we will hold over the semester. Teams of students will role-play members of Congress, Administration officials, agency policy analysts and leaders of interest groups at these sessions. I will serve as your spunky moderator.

4) Individual Policy Paper and Presentation:

In lieu of a final examination, each student will develop a 15+ page paper on a specific social policy issue. I must approve the topic of the paper before the middle of the semester. All students will make oral presentations to the class on their papers at the end of the semester.

Student Assessment

Student assessments will be based on class participation, written assignments and oral presentations. Before the middle of the semester, the *class* will decide on the relative weights of the various assignments for the purposes of grading. *My* proposal for assessment is as follows:

- Overall class participation and weekly responses 15%
- Individual policy papers and oral presentations 50%
- International memos/presentations 20%
- Cross-fires 15%

Class Schedule and Assignments

1) Overview & Introduction

General introductions. What do we mean by the term “social policy”? What we will (and won't) be able to cover in a one semester course. We'll also discuss how families are affected by our social policies and how these families live on their current incomes. Please read the items below before the first class:

Readings:

- DiNitto: “The Scope of Social Welfare Policy,” in *Social Welfare*, Fifth Edition. Pp. 2-12.
- US Conference on Catholic Bishops: take a tour of this “forgotten state” on line at <http://www.nccbuscc.org/cchd/povertyusa/tour.htm>

2) Assessing Poverty and Income Adequacy

An examination of US & international trends in poverty. An examination of a variety of concepts and measures that are used to describe poverty and income adequacy. A look at race/ethnicity and poverty. A discussion of why the poor are poor, and how one's “answer” to the question may shape policy direction.

Readings:

- Meyer and Wallace: **Poverty Levels and Trends in the US and the US in Comparative Perspective**
- Blank and Greenberg: *Improving the Measurement of Poverty*, Hamilton Project, 2008 (skim)
- Rector and Johnson: “Understanding Poverty in America.” Heritage Foundation *Backgrounder* No. 1713. (quick skim).

- Besharov: Congressional Testimony on Poverty Measures, 2007. Available on line at: http://www.aei.org/docLib/20070802_BesharovTestimony080107.pdf
- Wider Opportunities for Women: *The Self Sufficiency Standard*, available at: http://www.wowonline.org/ourprograms/fess/documents/FESSFactSheet2008_FINAL.pdf
- Cancian: **Changes in Family Structure, Childbearing, and Employment: Implications for the Level and Trend in Poverty**
- Schiller: “Views of Inequality and Poverty”, from *The Economics of Poverty and Discrimination*, Prentice-Hall, 2004.
- Raphael and Smolensky: **Immigration and Poverty in the United States** (optional)
- Magnuson and Votruba-Drzal: **Enduring Influences of Childhood Poverty** (optional)

3) September 15: America’s Delivery Mechanisms

An examination of America’s unique social policy arrangement. Discussion of a wide range of various delivery mechanisms. Crossfire #1 on the alternative ways one could deliver child care support to young children.

Readings:

- DWS: ”American Exceptionalism Revisited”, pp5-31
- Moffit, Scholtz and Cowan: **Trends in Income Support (CP)**
- Starobin: “The Daddy State” *National Journal*, 3/28/98
- Kosterlitz: “The Ownership Society” *National Journal* 1/24/04
- Thaler: ”Libertarian Paternalism is not an Oxymoron”, AEI, 2003
- Ellwood: “Values & the Helping Conundrums”, pp 14-44; from *Poor Support: Poverty in the American Family*
- Moon: “The Moral Basis of the Democratic Welfare State” From *Democracy and the Welfare State* edited by Gutman (optional).
- Thompson: “The Roles of Social Insurance, Tax Expenditures, Mandates and Means Testing” pp 9-26 (optional)
- Mkandawne: “Targeting and Universalism in Poverty Reduction”, UN Research Institute for Social Development, 2005 (optional)
- Cox: “Block Grants” for National Academy on Aging (optional).

4) (a) What’s Happening to Work and Income in the US? (b) Early Historical Evolution of US Policies

(a) An examination of changes in work and income in the US, including international comparisons. (b) Social policy in colonial and early industrial eras up to the Great Depression.

Readings:

- Blank: **Economic Change and the Structure of Opportunity for Less-Skilled Workers**
- Ellwood et al: “Winners and Losers in America”, pp 1-41

- Rector: “Two Americas: One Rich and one Poor?” 2004. Available at <http://www.heritage.org/Research/Taxes/bg1791.cfm>
- Aspen Institute: *Grow Fast Together or Grow Slowly Apart*, 2002 (just skim the executive summary).
- Heyman: Work-Family Issues and Low-Income Families
- **PLWS**: Skim Chapters 1, 2, 4, 8, 10.
- Orloff: “The Political Origins of America’s Belated Welfare State”, Wier, *The Politics of Social Policy in the US*. (first half only: pp. 37-64).

5) PETER REUTER CLASS: Is Demography Destiny?

Discussion of the scope and implications of growing diversity in the US and the world, as well as a discussion of the scope and implications of aging trends in the US and the world.

Readings:

- Martin and Midgley “[Immigration to the United States: Shaping and Reshaping America](#)” *Population Bulletin* **58(2)** 2003 (pp.1-25)
- Jencks, C. “Who Should Get In?” two part essay in the *New York Review of Books* Vol. 48, Nos. 19 and 20 (2001). [Part I](#) and [Part II](#) (35 pages)
- Borjas, G. “[Economics of Migration](#)” *International Encyclopedia of the Social and Behavioral Sciences* Section 3.4, article 39 (20 pages)
- Goodhart, D. “The Discomfort of Strangers” *The Guardian* Feb. 24, 2004 [10 pages]
- Himes, C. “[Elderly Americans](#)” *Population Bulletin* 2001 (40 pages)
- Munnell, Hatch and Lee *Why Is Life Expectancy so Low in the United States?* Center for Retirement Research at Boston College (10 pages)
- “Work and Retirement” Chapter 5 in Clark et al. *The Economics of An Aging Society* pp.111-134

6) Welfare Policies for the Poor

Overview of evolution of welfare policies for the poor. A close look at the political process behind the 1996 reforms: if you were President in 1996, would you have signed the welfare bill? And if you were a key Administration official who opposed the bill, would you have resigned when the President signed it?

Readings:

- Pavetti: “Welfare Policy in Transition”, from *Understanding Poverty*, Russell Sage Foundation, 2001
- **PLWS**, Chapter 14, pp. 337-49, pp.355-9 and Chapter 16 (skim).
- Schiller: “Welfare Programs”, from *The Economics of Poverty and Discrimination*, Prentice-Hall, 2004.
- Barnett: “Better Off Welfare”, (optional)
- Reading packet on **Welfare Reform 1996**, plus the following two optional historical readings:
- Rector: “Why Congress Must Reform Welfare” Heritage Foundation 1996 (optional).

- Edelman: “The Worst Thing Bill Clinton has Done” *Atlantic*, 1997 (optional).

7) (a) Other Social Policies That Support Families; (b) Disability Policy

Discussion of approaches to support working families. International presentation on the Scandinavian model of family support. Crossfire on affirmative action. Discussion of US disability policy.

Readings:

- Ellwood: “Anti-Poverty Policy for Families in the Next Century: From Welfare to Work—and Worries”, *Journal of Economic Perspectives*, Winter 2000, pp 187-198
- Waldfogel: **The Role of Family Policies in Anti-Poverty Policy (CP)**
- Bane: **Poverty Politics and Policy (CP)**
- Besharov: “Two Cheers for Welfare Reform”, 2006. Available on line at: http://www.aei.org/publications/filter.all,pubID.24809/pub_detail.asp
- Holzer: ”Affirmative Action: What do We Know?”, JPAM, 2005
- Nadel et al: “The Challenge of Growth: Disability Benefits in the US”, from *Sick Societies: Disability Benefits in Post-Industrial Welfare States*, ISSA, 2005.
- Burkhauser, R. and M. Daly “U.S. Disability Policy in a Changing Environment” *J. Economic Perspectives*, 2002 (skim).
- 2004 *Green Book*: Supplemental Security Income, pp.36-50 (optional). On line at <http://www.gpoaccess.gov/wmprints/green/2004.html>
- **Scandinavian Family Support Reading Packet**

8) Background and Evolution of Public and Private Pensions

Historical evolution of US pension policies. Overview and discussion of Social Security and future challenges. Crossfire on raising the retirement age.

Readings:

- **PLWS**: Chapter 13 “Depression and the New Deal”
- Orloff: “The Political Origins of America’s Belated Welfare State”, Wier, *The Politics of Social Policy in the US*. Pp. 65-80 (see week #5 readings).
- **DWS**: pp67-173.
- Howard: “Employer Pensions”, from *The Hidden Welfare State*, Princeton Press, 1997.
- Apfel and Littlefield: ”Assessing Social Security’s Past, Present and Future”, from *Big Choices: The Future of Social Security*, University of Texas, 2007
- “Summary of the Social Security and Medicare Trustees Report” (quick skim) **<http://www.ssa.gov/OACT/TRSUM/trsummary.html>**
- Apfel/Flowers: “Three Options for Social Security Reform”, from *Big Choices: The Future of Social Security*, University of Texas, 2007
- Pozen: “Testimony on Progressive Price Indexing” House W/M Committee, 5/12/05.
- Jackson: “It’s Even Worse Than You Think” NY Times OPED, 2003
- Congressional Budget Office: “Social Security: A Primer” (optional).

- **Retirement Age** reading packet
-

9) The Future of Public and Private Pension Policy

Should the US “privatize/personalize” Social Security? A global perspective on pension reforms. International presentation on the Chilean/UK system. Presentation on the challenges facing the US private pension system.

Readings:

- White House: “Strengthening Social Security”, Feb. 2005
- Cogan & Mitchell "Perspectives on The President’s Commission", from *Jnl. Economic Perspectives*, Spring 2003, pp.149-172
- Furman: “Evaluating Alternative Social Security Reform Proposals”, House W/M Committee, 5/12/05
- Brown/Apfel: “Point/Counterpoint: Would Private Accounts Improve Social Security?” from *Journal of Policy Analysis and Management*, Summer, 2006.
- Munnell: “Retirement Blues”, Boston College Magazine, Spring 2004, pp 46-50.
- **Chile/UK Pensions** Reading Packets
- **US Private Pensions** Reading Packet

10) Public and Private Health Insurance for the Elderly

Historical evolution of US health policies. Discussion of Medicare debate and future challenges. Crossfire on Medicare Rx drugs.

Readings:

- **DWS**: pp.175-269.
- McLanahan/Apfel: “Medicare Overview”, From *Big Choices: Health Insurance for Older Americans*, University of Texas, 2006.
- Kaiser Foundation: “Medicare at a Glance”, “Medicare Advantage”, “Medicare and Rx Drugs”. Available on line at: <http://www.kff.org/medicare/factsheets.cfm>
- Clark: “The Financing & Delivery of Acute Health Services”, pp 271-315, *The Economics of an Aging Society*, 2004 (optional)
- Herd: “Understanding the Options”, From *Big Choices: Health Insurance for Older Americans*, University of Texas, 2006.
- Butler: “Social Values and Medicare Reform” *The Ethics of Medicare Reform*, Johns Hopkins University, 2002
- Feder & Moon: “Can Medicare Survive its Saviors”, *The American Prospect*
- Rice: “An Analysis of Reforming Medicare Through a ‘Premium Support’ Program”
- **Rx Drugs** reading packet

11) PETER REUTER CLASS: Investments in Education and Training

Discussion of the federal & state roles in preschool and elementary and secondary education as well as training programs.

Readings:

- Jacob & Ludwig: **Improving Educational Outcomes for Poor Children (CP)**
- Holzer: **Workforce Development as an Antipoverty Strategy: Up, Down and Back Up? (CP)**
- Schiller: "Education and Ability", from *The Economics of Poverty and Discrimination*, Prentice-Hall, 2004.
- Nathan, et al: "Should the Federal Government be involved in School Accountability? **Journal of Policy Analysis and Management**, 2005.
- Besharov: *Head Start's Broken Promise*, AEI, 2005

12) Long Term Care Policy

Discussion of the long-term care challenges facing the nation. Presentation on the long-term care system in Germany

Readings:

- Clark: "Additional Health Issues: Long Term Care", pp 316-343, *The Economics of an Aging Society*, 2004
- Feder: "Long Term Care Policy Options for the Future", Georgetown University, 2007. Available at <http://lrc.georgetown.edu/forum/lrcfinalpaper061107.pdf>
- Alper & Gibson: "Integrating Acute & Long Term Care for the Elderly", Robert Wood Johnson Foundation, 2001
- Finkelstein: "The Market For Private Long-Term Care Insurance" NBER, 2007
- Smith: "The Role of Long Term Care in Health Reform" Heritage Foundation, 2009 congressional testimony (skim)
- Estes and Weiner: "The Politics of Long-Term Care" The Urban Institute, 1999
- **German Long Term Care Reading Packet**

13) Health Policies for the Non-Aged

Discussion of government role in providing/encouraging health insurance for the working age population, particularly low income and uninsured non-elderly individuals. Crossfire on Bush vs. Obama Administration's health insurance proposals. International presentation on the Canadian health care system.

Readings:

- Anderson: "Health Spending in the US and the Rest of the Industrialized World", *Health Affairs*: July 2005
- Schwartz: **Health Care for the Poor: For Whom, What Care, and Whose Responsibility? (CP)**

- Serafini: “Lessons of Massachusetts”. *National Journal*, 2009
- Case: “Clinton Health Plan”
- Scheiber and Maeda: “Health Care Financing in Developing Countries” *Health Affairs*, 1999
- Holohan & Spillman; “Health Care Access for Uninsured Adults”, Urban Institute, (optional)
- Reinhardt: “International Perspectives on Health Policy Reform” pp 161-182, *Social Security and Medicare*.
- Esping-Anderson: “After the Golden Age?” Welfare State Dilemmas in a Global Economy”, pp 1-11 and 20-27, *Welfare States in Transition: National Adaptations to Global Economies*, Sage Publications
- **Canadian Health Care** Reading Packet
- **Bush/Obama Health** Reading Packet

14) Start of Individual Presentations

15) Completion of Individual Presentations and Course Wrap-Up

II. Cultural Issues in Public Policy: Race, Gender, Sexual Orientation

Prof. Meena Chary

Meena Chary holds a Ph.D. in Public Administration, as well as degrees in Electrical Engineering, Economics and Management. She is a methodologist and a public policy scholar researching in the areas of human rights and information technology. She is part of the faculty of the Department of Government and International Affairs at the University of South Florida.

Course Objectives:

This is a graduate seminar in public policy. We will view traditional areas of public policy -- such as health care, immigration, welfare, others – through the lenses of race, gender, sexual orientation and other such filters. In addition, we'll discuss non-traditional areas of public policy such as genocide and sexual violence, which target populations based on their race, ethnicity or gender. Participants are expected to enter with a basic graduate level understanding of policy areas and policy analysis methods. The seminar will use recent and relevant academic research to help participants achieve a more sophisticated understanding of the issues of race, gender and sexual orientation within public policy.

Required Readings:

- Most of the readings listed on this syllabus are available through USF libraries. It is your responsibility to locate these journal articles based on the reference information provided in this syllabus. Any readings in this syllabus which are listed without reference information are posted on Blackboard.
- Other readings may be posted on Blackboard or distributed in class

Course Information:

- This course is designed as a graduate seminar. It relies on dialogue and interaction, rather than on lectures. While the instructor serves as a facilitator to learning, your preparation, participation and commitment are necessary for the seminar to be successful. As such, please note that the class participation component of final grades may reflect inadequate preparation or excessive absences/tardiness.
- This is a blended-format class, with some meetings occurring in-person and others online. Your class participation responsibilities extend equally to online classes. At any point, an online class may be converted to an in-person class – you will be notified via Blackboard announcements of any such changes. You need access to a computer, internet connection and a microphone/headset to take this class.
- To ensure as blind a review a process as possible, all assignments should have your U# (and not your name) on them. All assignments must be turned in via hard copy at the beginning of class on the day that they are due. If you will be absent on a day that an assignment is due, please turn your assignment in before the due date.
- All papers should use APA format.
- I will use Blackboard as the primary means of communication. Please make sure your email IDs are correct in Blackboard and that you are able to stay connected to that email address. Assignments may be posted to Blackboard and you may be asked to turn in assignments through Blackboard.

- For first responders and others who need to be on call for personal or work reasons during class: please use courtesy and discretion with cell phones/PDAs/radios. All devices should be on “Vibrate” mode, and any calls should be answered outside the classroom. No radio devices which broadcast messages should be used in class
- Being available to you is my first priority. If you require any additional time or help, please do not hesitate to reach out to me at any time.

Course Grading:

The plus/minus system will be used in this class. Alphabetical grades will be assigned based on the following scale: 100-94 (A); 93-90 (A-); 89-87 (B+); 86-84 (B); 83-80 (B-); 79-77 (C+); 76-74 (C); 73-70 (C-); 69-67 (D+); 66-64 (D); 63-60 (D-) and below 60 points (F).

Student grades will be assessed based on the following:

Class Participation		20%
Literature Reviews	(2 at 20% each)	40%
Final paper		40%

Course Requirements:

1) Class Participation

In addition to your in-person class participation, this portion of your grade will also measure your online class participation. Excessive or consistent tardiness, unpreparedness and/or absences will affect your grade. For online classes, you will (at minimum) be asked to do the following:

- a) The week before the online class, I'll have started 3 discussion threads on Blackboard, each with a discussion question.
- b) By 9:05 PM on the day of the online class, each student must post at least one response to each of the discussion questions (for a total of at least 3 responses).
- c) By 6:20 PM on the day of the class following the online class, each student must post at least one response to another student's posting.

In addition, you may be asked to participate in synchronous online classes, which normally requires the use of a computer, internet access, headset and microphone.

2) Literature Reviews

There are two literature reviews due. The literature reviews may be used as preparation for your final paper or they may be on completely independent topics. You may choose to synthesize concepts and theories based on the material covered in class, or you may choose to review literature specific to a policy of interest to you. The literature reviews must include legitimate sources outside of the readings assigned for class.

3) Final Paper

Your final research paper should reflect a graduate-level understanding of your chosen topic in public policy. Papers should be well-researched, using literature that goes beyond class material. **You must use policy literature in your final paper.** You may choose to write a theoretical paper that develops the concepts and/or methods discussed in class or you may

choose to apply those concepts and/or methods to a particular area in public policy that is of interest to you. If you wish to do the latter, you should pick a particular policy area that is relevant to the course material and perform a substantive analysis of some aspect of that policy area. You will also be asked to present your paper to the class during the last week of class.

Course Schedule/Assignments:

1 Overview of syllabus and introduction to class

2 The individual context in public policy

Readings:

- Howlett & Ramesh, Ch. 3: Policy Actors and Institutions
- Birkland Ch.3: Official Actors & Their Roles in Public Policy
- Birkland Ch.4: Unofficial Actors & Their Roles in Public Policy
- Cochran et al Ch.13: Private Morality and Public Policy

3 No class: (Holiday)

4 Social construction of HIV/AIDS policy

Readings:

- Schneider, A.L. & Ingram, H. (1993). Social Construction of Target Populations: Implications for Politics and Policy. *The American Political Science Review*, 87 (2), 334-347
- Lieberman, R. C. (1995). Social Construction (Continued). *The American Political Science Review*, 89 (2), 437-441
- Schneider, A.L. & Ingram, H. (1995). Social Construction (Continued): Response. *The American Political Science Review*, 89 (2), 441-446
- Donovan, M. (1993). The Social Construction of People with AIDS: Target Populations and U.S. Policy, 1981-1990. *Policy Studies Review*, 12, 3-29

5 Literature Review 1 Due

Gender and health care policy

Readings:

- Lantz, P. M., et. al., The social construction of the breast cancer epidemic. *Social Science & Medicine*, 46 (7), 907-18
- Thorne, S.E. and Murray, C. (2000). Social constructions of breast cancer. *Health Care for Women International*, 21, 141-159
- Hoon, William. (2005). The coverage of prostate cancer and impotence in four popular men's magazines (1991-2001). *International Journal of Men's Health*, 4 (2) 171-185

6

Online Class

Assimilation: U.S. policy toward Native Americans

Readings:

- Laderman, S. (2002). "It Is Cheaper and Better to Teach a Young Indian Than to Fight an Old One": Thaddeus Pound and the Logic of Assimilation. *American Indian Culture and Research Journal*, 26 (3), 85-111
- Smith, A. (2004). Boarding School Abuses, Human Rights, and Reparations. *Social Justice*, 31 (4), 89-102
- Torpy, S. J. (2000). Native American women and coerced sterilization: on the trail of tears in the 1970s. *American Indian Culture and Research Journal*, 24 (2), 1-22

7

Online Class

Perceptions of ethnicity: U.S. immigration policy

Readings:

- Morales, P. (2001). Latinos and the "other race" option: transforming U.S. concepts of race. *NACLA Report on the Americas*, 34 (6), 40-4
- Jonas, S. & Tactaquin, C. (2004). Latino Immigrant Rights in the Shadow of the National Security. State: Responses to Domestic Preemptive Strikes. *Social Justice*, 31 (1/2), 67-91

8

Online Class

Anti-terrorism policies: Security, liberty & perceptions of Islam

Readings:

- Stone, Ch.5: Liberty
- Kurth, J. (2005). Global Threats and American Strategies: From Communism in 1955 to Islamism in 2005. *Orbis*, 49 (4), 631-48
- Gerges, F. A. (2003). Islam and Muslims in the Mind of America. *The Annals of the American Academy of Political and Social Science*, 588, 73-89

9

The fundamental social contract: Racially conscious policies

Readings:

- Dye, Ch. 3: Civil Rights
- Stivers, C. (2007). "So Poor and So Black": Hurricane Katrina, Public Administration, and the Issue of Race. *Public Administration Review*, 67(special issue), 48-56

10

Literature Review 2 Due

Social welfare: Racially conscious policies

Readings:

- Federico, C.M. (2004). When Do Welfare Attitudes Become Racialized? The Paradoxical Effects of Education. *American Journal of Political Science*, 48 (2), 374-391

- Schneider, S. K. & Jacoby, W. G. (2005). Elite Discourse and American Public Opinion: The Case of Welfare Spending. *Political Research Quarterly*, 58 (3), 367-379
- Feldman, S. & Huddy, L. (2005). Racial Resentment and White Opposition to Race-Conscious Programs: Principles or Prejudice? *American Journal of Political Science*, 49 (1), 168-183

11 *No class: (Holiday)*

12 *Online Class*
Genocide, sexual violence and public policy part 1

Readings:

- McKinnon: Rape, Genocide & Women's Human Rights
- Gourevitch: We Wish To Inform You That Tomorrow We Will Be Killed With Our Families
- Gutman: Unholy War

13 *Online Class*
Genocide, sexual violence and public policy part 2

Readings:

- Balfour & Adams: Public Policy and Administrative Evil
- Power: A Problem from Hell: America and the Age of Genocide

14 **Race, gender & public administration**

Readings:

- Stivers: Gender and Public Administration
- Huber, G.A. & Lapinski, J.S. (2006). The "Race Card" Revisited: Assessing Racial Priming in Policy Contests. *American Journal of Political Science*, 50 (Apr., 2006), 421-440

15 *Research Day*

16 *Final papers due*
Concluding comments and final presentations

III. Democratization: The Fundamentals

Prof. William Crotty

William Crotty is the Thomas P. O'Neill Chair in Public Life and Professor of Political Science at Northeastern University. He teaches in the areas of American and Comparative Political Parties, Democratization and Comparative Democracies. He is a recipient of the Lifetime Achievement Award of the Parties and Organizations Section of the American Political Science Association.

Course Introduction

This course is divided into three parts. First, there will be a discussion of democratization and the democratization processes. Second, there will be a discussion of developing governance in difference contexts, from Third World countries in the process of evolving into a democratic state to “failed” democracies to states attempting to reinstate democratic processes. The primary focus this term will be on Latin America. Third, we will look at alternative governing arrangements, including authoritarianism and totalitarianism. Attention will be given to both the prerequisites for democratic development and their application and relevance indifferent national contexts.

At different points in the class, there will be a discussion of the research process. Each student will be required to write an original and empirical term paper of approximately twenty typed pages on some aspect of the developments or institution-building in various countries (these would include constitutions; Parliaments; the comparative power of the executive; changes in the culture of systems; political parties; elections and electoral systems; etc). Reports on these papers will be given in class and the final typed copy of the term paper will be due at the class meeting (the research paper will be discussed further in class). In delivering the final terms paper in class, each student will be required to present their research to the other class members with a short (102 page) outline of their project.

Requirements

1. Students should read the assigned readings prior to the class meeting to be prepared to discuss them in the next class.
2. There will be a midterm quiz on all materials (readings, class lectures and discussions) up to the point of the quiz.
3. A term paper and class report (see above).
4. A final exam covering all course materials will be two hours in length and will be given at the time scheduled by the university during finals' week.
5. Class discussions, lectures, reports, videos, and the assigned readings will all be part of the class materials.
6. Additional assignments may be given in class.
7. All students are required to attend each class.
8. Class time will be devoted to developing the conception and applications of a term paper. An emphasis will be placed on conceptualizing the approach to the research problem and then developing it within a context of empirical

data before making any assessment or judgments on the processes or institutions analyzed.

There will be a series of speakers coming to campus during the semester. They will be dealing with subjects directly relevant to an understanding of democratization and students are urged to attend the scheduled sessions.

Each class will normally be divided into two parts. In the first I will lecture on the materials and issues relevant to the subject under analysis. In the second part, a discussion of the assigned readings will take place in which the students in the class are expected to be familiar with the materials and make an active and informed contribution to the discussion.

Grade Determination

Midterm	20%
Term Paper	20%
Final Exam	30%
Class Work	<u>30%</u>
	100%

Required Readings for the Course:

- Robert A. Dahl, Polyarchy. New Haven: Yale University Press.
- Elizabeth Jean Wood, Forging Democracy From Below. Cambridge: Cambridge University Press
- Larry Diamond, The Spirit of Democracy. New York: Henry Holt/Holt Paperbacks.

Recommended Readings and of value to the Course:

- Robert A. Dahl, Ian Shapiro and Jose Cheibub, eds., The Democracy Sourcebook. Cambridge MA: MIT Press

The format for the course will include lectures, class critiques of the assigned readings, guest speakers and selected videos on concentrated areas of development.

Class Schedule

Week Topics and Assignments

1. ***Democratization and Its Meaning***
Introduction to Course
Overview of Approaches
Review of Requirements
Term paper and Exams
Introduction to Subject

Assigned:

Democracy Sourcebook: J. J.

Rousseau, 2-4; Theda Skocpol, 65-70; Samuel P. Huntington, 93-98; James Madison, 118-122, 123-125; 93-194; Alexander Hamilton, 192; Louis Hartz, 126-132; Robert Putnam, 157-167; Robert A. Dahl, 206-216

Recommended:

Robert A. Dahl, A Preface to Democratic Theory.

David Held, Models of Democracy

James Madison, Alexander Hamilton and John Jay, The Federalist Papers

Benjamin Barber, Strong Democracy

Robert A. Dahl, On Democracy

Robert A. Dahl, Preface to Democratic Theory

Robert A. Dahl, Democracy and Its Discontents

Carol Pateman, Participation and Democratic Theory

David Held, Models of Democracy

Larry Diamond and Marc F. Plattner, eds., The Global Resurgence of Democracy

Andreas Schedler, Larry Diamond, and Marc F. Plattner, eds., The Self-Restraining State: Power and Accountability in New Democracies

Alex Inkeles, ed., On Measuring Democracy: Its Consequences And Concomitants

Freedom House Surveys

2. *Conceptions of Democracy*

The Liberal State

Populist Democracy (Participatory Democracy)

Capitalist Democracy

Consociational Democracy

Electoral Democracy (Minimalist Democracy)

Assigned:

Democracy Sourcebook: Joseph Schumpeter, 5-11; Adam

Przeworski, 12-17; Larry Diamond, 29-29; Carole Pateman, 40-47; Robert A. Dahl, 48-54

Larry Diamond, The Spirit of Democracy, chs. 1-3

Recommended:

Lisa Anderson, ed., Transitions to Democracy, Irving

Leonard Markowitz, 42-71; Evelyne Huber, Dietrich Rueschemeyer and John D. Stephens, 168-192.
Larry Diamond, Developing Democracy: Toward Consolidation.
Georg Sorensen, Democracy and Democratization.
Democracy and Democratization;

3. ***Building a Democratic State***

Conditions
Prerequisites
Evolution
Term Paper Topic

Assigned:

Democracy Sourcebook: Huntington, 93-98; Lipset, 565-64; Skocpol, 65-70; Lijphart, 142-146; Putnam, 157-167.

Recommended:

Sylvia Chang, Liberalism, Democracy and Development
Democracy Sourcebook, Horowitz, 147-152
Samuel Huntington, The Third Wave: Democratization in the Late Twentieth Century
G. Bingham Powell, Jr., Contemporary Democracies: Participation, Stability, and Violence

4. ***Building Blocks of Democracies***

Development Indicators

Assigned:

Democracy Sourcebook: Seymour Martin Lipset, 56-64;
Inglehart and Baker, 168-181.
Robert A. Dahl, Polyarchy

Recommended:

Robert Putnam, Making Democracy Work.
Gabriel Almond and Sidney Verba, eds., The Civic Culture Revisited
Seymour Martin Lipset, Political Man
Barrington Moore, The Social Origins of Dictatorship and Democracy
Larry Diamond, Consolidating the Third Wave Democracies
Samuel Huntington, Political Order in Changing Societies

Samuel Huntington, The Clash of Civilizations
Charles Tilly, Democracy
Arend Lijphart, Democracies: Patterns of Majoritarian and
Consensual Government in Twenty-One Countries

5. ***Democratization and Political Culture and Civic
Society***

Shared Democratic Values
Political Trust
Systemic Support
Tolerance of Opposition
Pluralism of Views and Groups
Pragmatic Politics

Assigned:

Democracy Sourcebook: Ronald Inglehart and Wayne E.
Baker, 168-180

Recommended:

Charles Tilly, Trust and Rule
Wendy Griswold, Cultures and Societies in a Changing
World
John Ehrenberg, Civil Society: The Critical History of An
Idea
Brian O'Connell, Civil Society: The Underpinnings of
American Democracy
Larry Diamond, ed., Political Culture and Democracy in
Developing Countries
Robert D. Putnam, Bowling Alone
Nancy L. Rosenblum and Robert C. Post, eds., Civil
Society and Government
Lester M. Salamon, S. Wojciech and Associates, Global
Civil Society: Dimensions of the Nonprofit Sector (Vol. I
and II)
Larry Diamond and Marc F. Plattner, eds., Nationalism,
Ethnic Conflict and Democracy
Henry Milner, Civic Literacy: How Informed Citizens Make
Democracy Work
Mark E. Warren, Democracy and Association

6. ***The Economic Foundations of the Democratic State***

Assigned:

Democracy Sourcebook: Evelyne Huber Stephens,

Dietrich Rueschemeyer and John D. Stephens, 71-75; Adam Przeworski, 76-92; Adam Przeworski, Michael E. Alvarez, Jose Antonio Cheibub and Fernando Limongi, 108-116.

Recommended:

Lisa Anderson, ed., Transitions to Democracy: Stephan Haggard and Robert R. Kaufman, 72-96

Robert A. Dahl, Economic Democracy

Ralf Dahrendorf, Class and Class Conflict in Industrial Society

Robert A. Dahl, Economic Democracy

Democracy Sourcebook: Miller, 133-141; Horowitz, 147-152

Adam Przeworski, Michael E. Alvarez, Jose Antonio Cheibub and Fernando Limongi, Democracy and Development: Political Institutions and Well-Being in the United States 1950-1990.

Dietrich Rueschemeyer, Evelyne Huber Stephens and John P. Stephens, Capitalist Development and Democracy

Adam Przeworski, Democracy and the Market: Political and Economic Reforms in Eastern Europe and Latin America

Stephan Haggard and Robert R. Kaufman, The Political Economy of Democratic Institutions

Stephen Haggard, Pathways From the Periphery: The Politics of Growth in the Newly Industrialized Nations

Larry Diamond and Marc F. Plattner, eds., Economic Reform and Democracy

Michael Bratton, Robert Mattes and E. Gyimah-Boadi, Public Opinion, Democracy, and Market Reform in Africa

7. ***The Institutional Basis of the Democratic State***

Presidential Systems

Parliamentary Systems

Constitutionalism

National Assemblies

Dispersion vs. Concentrations of Power

Assigned:

Democracy Sourcebook. Dahl, 207-216; Linz,

258-265; Mill, 312-314; Riker, 317-320; Soberg and Carey, 272-276

Recommended:

Arend Lijphart, Democracy in Plural Societies: A Comparative Exploration.

Larry Diamond and Marc F. Plattner, eds., Civil Military Relations and Democracy

Juan E. Méndez, Paulo Sérgio Pinheiro, and Guillermo O'Donnell, eds., The (Un)Rule of Law and the Underprivileged in Latin America.

Scott Mainwaring, "Presidentialism in Latin America," Latin American Research Review, 25 (1990), 157-179.

8. *Elections and Political Parties as Critical to Democratic Representation*

Forms of Electoral Arrangements

Multiparty States

Two Party States

Single Party States

Tying the Citizenry to Accountable and Representative Leadership

Assigned:

Democracy Sourcebook: Mainwaring, 266-271; Foweraker, 296-303; Figuerido and Limongi, 304-310; Rae, 343-349

Recommended:

Richard Katz and William Crotty, eds., Handbook of Political Parties

David Throup and Charles Hornsby, Multi-Party Politics in Kenya

Richard S. Katz, A Theory of Parties and Electoral Systems

Mary Ellen Fischer, ed., Establishing Democracies

Scott Mainwaring and Timothy R. Scully, eds., Building Democratic Institutions: Party Systems in Latin America

9. *The Alternatives to Democracy: Totalitarian Systems*

Mid-Term Quiz

Total Control of a Society Through the State – Government, Politics, Economy, Media, Religion, Social Life, Education

Totalitarianism, Racism and Nationalism

A 20th Century Phenomena?

Recommended:

Hannah Arendt, The Origins of Totalitarianism

Richard Overly, The Dictators: Hitler's Germany and Stalin's Russia

Robert Gellately, Lenin, Stalin and Hitler: The Age of Social Catastrophe

Giles MacDonough, After The Reich: The Brutal History of the Allied Occupation

Mark Mazower, Hitler's Empire: How the Nazis Rules Europe

Richard J. Evans, The Third Reich At War
Wendy Z. Goldman, Terror and Democracy in the Age of Stalin: The Social Dynamics of Repression

10. *Alternatives to Democracy: Authoritarian Systems*

Assigned:

Elizabeth Wood, Forging Democracy From Below, p. 197-218

Recommended:

Jennifer I. McCoy and David J. Meyers, eds., The Unraveling of Representative Democracy in Venezuela
Andreas Schedler, ed., Electoral Authoritarianism
Stephen Kinzer, Overthrow: America's Century of Regime Change From Hawaii to Iraq
Theda Skocpol, ed., Democracy, Revolution, and History
Barrington Moore, The Social Origins of Dictatorship and Democracy
Ronald Wintobe, The Political Economy of Dictatorships

11. *Alternatives to Democracy: The Non-State*

Haiti as example
The Republic of the Congo
The Sudan and Civil War
Somalia and War Lords

Recommended:

Robert Fatton, Jr., Haiti's Predatory Republic: The Unending Transition to Democracy
Alex Dupuy, Haiti in the Third World Economy: Class, Race and Underdevelopment Since 1700
Paul Collier, Wars, Guns, and Votes: Democracy in Dangerous Places
Joel Migdal, Strong Societies and Weak States

12. *A Contemporary Transition to a Democratic State: Post-Apartheid South Africa*

Assigned:

Elizabeth Wood, Forging Democracy From Below, p. 111-193
Democracy Sourcebook: Jung and Shapiro, 99-107

Recommended:

Michael Bratton and Nicholas van de Walle, Democratic Experiments in Africa: Regime Transition in Comparative Perspective

Terry Lynn Karl, "El Salvador's Negotiated Revolution," Foreign Affairs, 71(2), p. 147-64

13. *Democratic Development in Latin America*

Recommended:

John Peeler, Building Democracy in Latin America

Frances Hagopian, ed., Religious Pluralism, Democracy, and the Catholic Church in Latin America

Cynthia McClintock, Revolutionary Movements in Latin America

Kees Koonings and Dirk Kruijff, eds., Societies of Fear: The Legacy of Civil War, Violence and Terror in Latin America

Howard J. Wiarda and Margaret Macleish Mott, Catholic Roots and Democratic Flowers: Political Systems in Spain and Portugal

Thomas W. Walker, ed., Nicaragua Without Illusions: Regime Transition and Structural Adjustment in the 1990s

14. *Case Study: El Salvador*

Assigned:

Elisabeth Wood, Forging Democracy From Below, p. 3-107

Recommended:

John Peeler, Building Democracy in Latin America

Hugh Byrne, El Salvador's Civil War: A Study of Revolution

James K. Boyce, ed., Economic Policy for Building Peace: The Lessons of El Salvador

Report of the Commission on Truth for El Salvador (United Nations, 1993)

Penny Lernoux, Cry of the People

15. *Case Study: Argentina*

Recommended:

Steven Levitsky and Maria Victoria Murillo, eds., Argentine Democracy: The Politics of Institutional Weakness

16. *Transitions to Democracy: The Weakness of Democracy*

Problems in Institutionalizing and Consolidating a Democratic State
The Weakness of Democracy
Promoting Democratization

Assigned:

Elisabeth Wood, Forging Democracy From Below, p. 197-208

Recommended:

Thomas Carothers, Aiding Democracy Abroad: The Learning Curve

Lisa Anderson, ed., Transitions to Democracy

Larry Diamond, Marc F. Plattner, Yun-han Chu and Hung-mao Tien, eds., Consolidating The Third Wave Democracies: Regional Challenges

Ted Robert Gurr and Barbara Harff, Ethnic Conflicts in World Politics

Juan J. Linz and Alfred Stepan, eds., Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe

Joel S. Migdal, Peasants, Politics and Revolution: Pressures Toward Political and Social Change in the Third World

John L. Esposito and John O. Voll, Islam and Democracy

Penny Leroux, People of God

Guillermo O'Donnell and Philippe C. Schmitter, Transitions From Authoritarian Rule: Tentative Conclusions about Uncertain Democracies

Juan J. Linz and Alfred Stepan, Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe

Samuel P. Huntington, Political Order in Changing Societies

17. *Course Conclusion*

Summary and Overview
Reports on Term Papers
Term Papers Due

Assigned:

Review Class notes, readings and materials from course.

Recommended:

Margaret E. Keck and Kathryn Sikkink, Activists Beyond Borders: Association Networks in International Politics

Bruce Russett, Grasping the Democratic Peace: Principles for a Post-Cold World

In The Democracy Sourcebook: Bruce Russett, 492-496; Pippa Norris, 510-515; David Held, 516-526.

Chalmers Johnson, The Sorrows of Empire: Militarism, Secrecy, and the End of the Republic

Note: Changes and additions to the class schedule will be made in class. The discussions of the topics may carry over from one class to the next and are not tailored to a 2 hour class meeting time format.

Term Paper Reports

Reports to be made in class. These reports on the term paper project should be abbreviated to 10-15 minutes (no longer). An outline should be prepared for all class members (1-2 pages). The topics and approach to the reports as well as the format for the oral class presentation and the final written version will be reviewed by the instructor in class. Typed final papers should be approximately 20 pages. Use standard social science reference format.

Final Exam

The exam will take place in the class meeting room during the regular class hours. It will be an essay exam and include all materials covered in the course.

Note: Videos and other materials on democratization, nation-building, totalitarianism, etc will be scheduled to be shown in class. These will be announced during the semester.

Recommended Readings for Class

Chan, Sylvia. Liberalism, Democracy, and Development. Cambridge: Cambridge University Press, 2002.

Dahl, Robert. On Democracy. Connecticut: Yale University Press, 2000.

Diamond, Larry. Squandered Victory. New York: Owl Books, 2006.

Johnson, Chalmers. Blowback: The Costs and Consequences of American Empire. New York: Owl Books, 2004, second edition.

Johnson, Chalmers. The Sorrows of Empire. New York: Owl Books, 2004.

Midgal, Joel. Strong Societies and Weak States. New Jersey: Princeton University Press, 1988.

Wintrobe, Ronald. The Political Economy of Dictatorship. Cambridge: Cambridge University Press, 2000.

Relevant Readings

Arendt, Hannah. The Origins of Totalitarianism. Harvest Books, 1973.

Chan, Sylvia. Liberalism, Democracy, and Development. Cambridge: Cambridge University Press, 2002.

Dahl, Robert. On Democracy. Connecticut: Yale University Press, 2000.

Diamond, Larry. Squandered Victory. New York: Owl Books, 2006.

Johnson, Chalmers. Blowback: The Costs and Consequences of American Empire. New York: Owl Books, 2004, second edition.

Johnson, Chalmers. The Sorrows of Empire. New York: Owl Books, 2004.

Midgal, Joel. Strong Societies and Weak States. New Jersey: Princeton University Press, 1988.

Wintrobe, Ronald. The Political Economy of Dictatorship. Cambridge: Cambridge University Press, 2000.

Semester Visitors

- a. Topic: Barack Obama's First Year

Presentations:

Jerome Mileur, University of Massachusetts Amherst

John Berg, Suffolk University

William Crotty, Northeastern University

Each has extensive publications on parties, elections, the presidency and policy concerns

- b. Topic: Democratization in El Salvador

Presentation: Jack Spence, University of Massachusetts Boston and author of numerous articles and reports on El Salvador, Nicaragua and Central America

- c. Topic: Democratization in Latin America

Presentation: John Peeler, Bucknell University and author, Building Democracy in Latin America

- d. Topic: Presidentialism in Developing Countries (Latin America)
Presentation: Javier Corrales, Amherst College and author of Presidents Without Parties

Research Sources and Information

Citations Format

American Political Science Association Committee of Publications. Style Manual for Political Science. Revised edition 2001 (available in CSD).

Turabian, Kate L. 1993. A Manual for Writers of Term Papers, Theses, and Dissertations. Sixth edition. Chicago: University of Chicago Press.

Useful Websites for Research

Data Sources for Comparative Social Science Research

United Nations Human Development Reports

<http://hdr.undp.org/>

Good source for economic and social indicators worldwide. Check in Library, CSD also has 2002 report in its library as well as the CD-Rom from 2001.

The Comparative Study of Electoral Systems (CSES)

<http://www.umich.edu/~cses/>

A collaborative program of cross-national research among election study teams in over fifty states. This design allows researchers to conduct cross-level, as well as cross-national, analyses addressing the effects of electoral institutions on citizens' attitudes and behavior, the presence and nature of social and political cleavages, and the evaluation of democratic institutions across different political regimes.

ICPSR (Inter-university Consortium for Political and Social Research)

<http://www.icpsr.umich.edu/index-medium.html>

Run by the University of Michigan, this site hosts data on the US General Social Survey, the National Election Studies surveys, various European Union public opinion surveys, and more. Requires a special password for download of databases, see CSD for details.

Lijphart Elections Archive

<http://ssdc.ucsd.edu/lij/pubs/>

Datasets downloadable in SAS format for elections and parliamentary information; other more specific studies.

Elections Around the World
<http://www.electionworld.org/>

Includes parties, parliaments, electoral institutes, and political databases on the Web.

GESIS - German Social Science Infrastructure Services
<http://www.gesis.org/en/index.htm>

GESIS provides services in support of social science research including the development and supply of databases with information on social science literature and research activities as well as the archiving and provision of survey data from social research. In German and English.

Eurobarometer
http://europa.eu.int/comm/public_opinion/
see also http://www.tufts.edu/~reichenb/recent/resch_euro_po/resch_euro_po.html

Eurobarometer data are stored at the ICPSR (see below, also see CSD for ICPSR password) and at the German Zentralarchiv and made available for social science research purposes by the Social Science Data Archives.

Latinobarómetro
<http://www.latinobarometro.org/>

Latinobarómetro is an annual public opinion survey carried out in 17 Latin American countries by the Corporación Latinobarómetro. It expresses the opinions, attitudes, and behaviours of the around 400 million inhabitants of the region.

Latin Focus
<http://www.latin-focus.com/>

Available in Spanish or English. Economic information on Latin American countries.
Harvard-MIT Data Center
<http://data.fas.harvard.edu/>

Includes the Virtual Data Center, an open-source, digital library to enable the sharing of quantitative research data, and the development of distributed virtual collections of data and documentation.

Freedom House
<http://www.freedomhouse.org/ratings/>

Since 1972, Freedom House has published an annual assessment of state of freedom by assigning each country and territory the status of "Free," "Partly Free," or "Not Free" by averaging their political rights and civil liberties ratings. Country reports and ratings are available here.

University of Vancouver Political Science Data Resources page
www.vanderbilt.edu/~rtucker/methods/data/

Excellent collection of useful data archives and databases organized by category

Stockholm International Peace Research Institute
<http://www.sipri.org/>
<http://databases.sipri.org/>

Provides military expenditure data, data relating to chemical and biological weapons, country profiles on security issues.

VIBES
<http://libweb.uncc.edu/ref-bus/vibehome.htm>

The Virtual Business & Economic Sources page provides links to Internet resources of international business and economic information that are in English and free of charge. From UNC-Charlotte.

International Economic Trends
<http://research.stlouisfed.org/publications/iet/>

From the Federal Reserve Bank of St. Louis. Economic information for G8 countries, more extensive data on US markets and economy.

International Monetary Fund (IMF)
<http://www.imf.org/>

Includes the World Economic Outlook and other reports.

The World Bank - Documents and Reports
<http://www-wds.worldbank.org/>

Previously known as World Development Resources. Contains more than 14,000 World Bank documents made available to the public.

World Bank Data & Statistics
<http://www.worldbank.org/data/>

Almost all the data reported in this site are derived, either directly or indirectly, from official statistical systems organized and financed by national governments. The World Bank, in collaboration with many other agencies is actively involved in improving both the coverage of and effectiveness of these systems.

Amnesty International
<http://www.amnesty.org/>

One of the leading human rights advocacy groups, its site provides links to a large documents collection and a list of related Web sites organized by topic.

Human Rights Watch
<http://www.hrw.org/>

Links to many of the organization's reports in addition to links to related sites.

University of Minnesota Human Rights Library
<http://www1.umn.edu/humanrts/>

Extensive collection of resources, including links to treaties and international agreements, research guides, U.S. human rights materials, and refugee and asylum publications.

Sources for research about the US: (check out the Northeastern University Libraries reference pages: <http://www.lib.neu.edu/nulis/subjects/politicalscience/>)

Bureau of the Census
<http://www.census.gov/>

Provides a rich array of demographic, social, and economic statistics. Check Data Access Tools for a variety of data extraction and mapping resources, including American Factfinder which is the primary source for 2000 Census data. The site also provides full text access to a broad range of Census Publications.

FedStats
<http://www.fedstats.gov/>

Links the user with the Internet sites of over seventy federal agencies which collect, interpret, and publish statistics.

ICPSR (Inter-university Consortium for Political and Social Research)
<http://www.icpsr.umich.edu/>

Social Science Data on the Net
<http://odwin.ucsd.edu/idata/>

Provides links to over 800 data sites.

Statistical Universe (NU only)

<http://www.lib.neu.edu/nulis/dbases/statuniv.htm>

Identifies federal statistical publications from 1973 to present with selected full text. Also includes links to selected association, business, and state statistics from 1980 onwards and to intergovernmental organization statistics from 1983 to present.

U.S. Historical Census Data Browser, 1790-1970

<http://fisher.lib.virginia.edu/census/>

A project based on ICPSR files which provide state and county level Census data for the years specified. Users may select geographic and demographic variables to create customized tables.

Opensecrets.org (Center for Responsive Politics)

Search political contributions by industry, candidate, or geographic area. Also, reports on the effects of PAC contributions by broad topic (prescription drugs, gun control, etc.).

Federal Election Commission

<http://www.fec.gov/>

Provides data about Presidential and Congressional campaign financing.

Polling Report

<http://www.pollingreport.com/>

Provides access to current polls on a variety of social, political, and economic topics. The site provides a combination of free materials and subscriber restricted materials and services.

Lexis-Nexis Academic Universe (NU only)

<http://www.lib.neu.edu/nulis/dbases/lnau.htm>

Provides full text access to polls and surveys from the Roper Center for Public Opinion, 1936 to present. When connected to Lexis-Nexis, select Reference, then Polls and Surveys.

Reading Resources for Course and Research

- Almond, Gabriel and Sidney Verba. The Civic Culture Revisited. Newbury Park: Sage Publications, 1989.
- Almond, Gabriel and Sidney Verba. The Civic Culture. Newbury Park: Sage Publications, 1989.
- Baldwin, Richard E. Towards an Integrated Europe. Centre for Economic Policy Research, 1994.
- Bratton, Michael and Nicolas van de Walle. Democratic Experiments in Africa. Cambridge: Cambridge University Press, 1997.
- Dahl, Robert. Dilemmas of Pluralist Democracy. New Haven: Yale University Press, 1982.
- Diamond, Larry ed. et. als. Consolidating the Third Wave Democracies. Baltimore, Johns Hopkins University Press, 1997.
- Diamond, Larry ed. Political Culture & Democracy in Developing Countries. Boulder: Lynne Rienner Publishers, 1994.
- Diamond, Larry and Marc F. Plattner, eds. The Global Divergence of Democracies. Baltimore: Johns Hopkins University Press, 2001.
- Grunberger, Richard. The 12-Year Reich. New York: Da Capo Press, 1995.
- Hantrais, Linda. Social Policy in the European Union. Houndmills: Macmillan Press, 1995.
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Further Readings

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IV. Research Practicum on Inequality, Poverty and Public Policy

Prof. Irwin Garfinkel

*Irwin Garfinkel is the Mitchell I. Ginsberg Professor of Contemporary Urban Problems and co-director of the Columbia Population Research Center. A social worker and an economist by training, he has authored or co-authored over 180 scientific articles and twelve books on poverty, income transfers, program evaluation, single parent families and child support, and the welfare state. His research on child support influenced legislation in Wisconsin and other American states, the US Congress, Great Britain, Australia, and Sweden. He is currently the co-principal investigator of the Fragile Families and Child Well being Study. His most recent book is *Wealth and Welfare States: Is America Laggard or Leader?**

Through lecture and discussion this course will address issues relating to poverty, inequality, and opportunity with special, but not exclusive, emphasis on these phenomena in American society. The course will examine alternative definitions of income poverty and inequality, trends in poverty and inequality, the causes of poverty and inequality, the role of wealth, the perpetuation of inequality across generations, and public policies designed to reduce poverty and inequality and promote opportunity.

The practicum is intended to be a "hands on" endeavor for the student in the formulation and execution of a research study. Therefore, the substantive material will occupy half of the class time of each meeting. The remaining time will be given to constructing and reviewing student term papers. During the 1st meeting, we describe several large data sets which contain information on inequality and poverty issues, and which will be made available for class use (e.g., National Survey of Families and Households; Panel Study of Income Dynamics; Survey of Income and Program Participation, The Fragile Families and Child Well-being Study, and the New York City Social Indicators Survey). Either individually, or in teams, students will formulate research projects and undertake analyses from either one of the supported data sets or another data set that is more appropriate for addressing the research question and is accessible to the students in time to complete coursework. (Approval to use another data set is contingent upon instructor approval.) Substantial class time will be devoted to assisting students with project formulation and to providing advice on analytic procedures. Computer time will be made available for the projects and a teaching assistant, attached to the course, will assist with programming and statistical issues. A written research paper at the end of the semester will be required from each student team.

Prerequisites

One year of prior statistical study and some familiarity with statistical software, such as SPSS, SAS, or STATA.

Assignments

There are short written assignments due every week of the semester beginning in week 2 and continuing through week 12. The assignments are to be sent to classmates as well as to both faculty and the TA. Beginning in week 4, the weekly assignments are team assignments. In addition, one short assignment, which each student will complete individually, is to summarize the readings for the week. The summary should be no more than three single spaced pages. All other short assignments are components of the term paper. A first draft of the term paper is due in either week 13 or 14. The final draft of the term paper is due on the last day of class.

Week 2: identify area of interest, begin work on selecting topic, identify potential co-authors
Week 3: Title, data set, and 1 paragraph description of paper

Team Assignments

Week 4: Revised title and description of paper

Week 5: Means, %'s, and minimum and maximum values of dependent and independent variables and write up of results The write-up should be a paragraph or two that tells the reader between one and three big things she or he should learn from the table.

Week 6: 1st draft of introduction to paper

Week 7: Redo your table of means by adding two more columns, which show means for your sample divided into two groups of your key independent variable. Do tests of statistical significance of differences. This is your first look at data and your hypothesis. Write up results. Tell an interesting story.

Week 8: 1st draft of review of literature. What is known (and not known) theoretically and empirically & how paper adds to knowledge.

Week 9: 1st draft of data section

Week 10: 1st draft of methods section

Week 11: Preliminary regression results for at least 1 dependent variable and write up results

Week 12: Revised or extended regression results, write up results

Week 13: 1st drafts of half class papers

Week 14: 1st draft of 2nd half of class papers

Week 15: Final draft of papers due

Grades

The final grade will be based 20% on summary of weekly reading, 70% on the quality of the final paper, and 10% on class participation.

Topic Selection

This the most challenging part of paper-writing and week 4 is less than one month away. Make a list of two or three possible topics, discuss them with relevant faculty members in your department, make an appointment to see me if that seems helpful, and do some background reading on each possible topic so you have some idea what has been done. **Don't settle on a topic until you have done some reading, have a question that you think research could help answer, and have some idea what evidence you could find to answer it.**

Required Purchases

Maria Cancian and Sheldon Danziger, (eds). 2009. Changing Poverty, Changing Policies, Russell Sage Foundation.

Irwin Garfinkel, Lee Rainwater, and Timothy Smeeding. 2010. Wealth and Welfare States: Is America a Laggard or Leader?, Oxford University Press.

Lawrence C. Hamilton. Statistics with Stata (Updated for Version 10) Duxberry, 2008 or
A. Bryman and D. Cramer. Quantitative Data Analysis with SPSS 10.0 for
Windows. Taylor and Francis. 2000 or more recent version.

Paul Ryscavage, Income Inequality in America. Armonk: M. Sharpe. 1999.

Melvin Oliver and Thomas Shapiro. Black Wealth, White Wealth: A New Perspective on Racial
Inequality. New York: Routledge. 1995.

Edward Wolff. Top Heavy. New York: New Press. 1996.

Useful Websites

Census – Poverty Reports – <http://www.census.gov/hhes/www/poverty.html>

National Poverty Center – U. Michigan-- <http://www.npc.umich.edu/>

Institute for Research on Poverty - <http://www.ssc.wisc.edu/irp/>

Joint Center for Poverty Research – <http://www.jcpr.org/>

Luxembourg Income Study – <http://www.lisproject.org/>

Innocenti Research Center – <http://www.unicef-icdc.org/>

Fragile Families Study – <http://crcw.princeton.edu/fragilefamilies/>

Three Cities Study-- <http://www.jhu.edu/~welfare/>

LA Neighborhood Study-- <http://www.lasurvey.rand.org/>

The Urban Institute – New Federalism Project <http://newfederalism.urban.org>

Center for Law and Social Policy- <http://www.clasp.org/>

Future of Children: <http://www.futureofchildren.org>

Effects of Taxes and Transfers on Income and Poverty: 2006

<http://www.census.gov/hhes/www/income/income.html>

<http://pubdb3.census.gov/macro/032007/alttoc/toc.htm>

Tables of Alternative Poverty Estimates: 2006

<http://www.census.gov/hhes/www/povmeas/tables.html>

www.lisproject.org

Course Outline and Reading Assignments

1. Overview of the course; discussion of types of projects that a student might undertake; description of the various data sets prepared for class use; strategies in the formulation of student projects.

Irwin Garfinkel, Timothy Smeeding, and Lee Rainwater. 2010. Wealth and Welfare States: Is America a Laggard or Leader?, chapters 1 and 2.

2. Measurement issues in the study of income, wealth, poverty, and inequality; The Pen parade, Lorenz curve, and Gini coefficient; Discussion of student projects.

Paul Ryscavage, Income Inequality, Chaps. 1-4.

3. Income stratification; Trends in the distribution of income and earnings in the United States; Determinants of income attainment; Racial disparities in income; Discussion of data sets for course projects.

Paul Ryscavage, Income Inequality, Chaps. 5-8.

4. Assessing the Costs and Benefits of Economic Inequality in Rich Nations

Gary Burtless and Christopher Jencks, "American Inequality and Its Consequences," in Henry Aaron, James Lindsay, and Pietro Nivola (eds.), *Agenda for the Nation*, Brookings, 2003, pp61-108.

Angus Deaton, "Health, Inequality, and Economic Development," *Journal of Economic Literature* (March 2003), 41:113-158.

William Julius Wilson, *The Truly Disadvantaged*, Chicago, 1987, pp3-62.

Susan E. Mayer, "How Did the Increase in Economic Inequality between 1970 and 1990 Affect Children's Educational Attainment?" *American Journal of Sociology* (July 2001)107:1-32.

Check out Russell Sage Foundation website project on Social Inequality. See for example, under working papers, Larry Bartells "Economic Inequality and Political Representation"

5. Trends in the distribution of household wealth in the United States; The components of wealth. Racial disparities in wealth holdings; Tax policies and wealth inequality; Discussion of projects.

Edward Wolff, Top Heavy

Oliver and Shapiro, Black Wealth, White Wealth, Chaps. 1-4.

James B. Davies, "Wealth and Economic Inequality" in Oxford Handbook of Economic Inequality on reserve in pdf

6. Definitions, Trends, and Determinants of Poverty: Consideration of data analytic strategies.

Maria Cancian and Sheldon Danziger, (eds). 2009. Changing Poverty, Changing Policies, Russell Sage Foundation, chapters 1, 2, and 3.

Skim Hilary W. Hoynes, Marianne Page, and Ann Huff Stevens, “Poverty in America: Trends and explanations” in the Journal of Economic Perspectives, Winter 2006

7. US Poverty in International Context

Irwin Garfinkel, Timothy Smeeding, and Lee Rainwater. 2010. Wealth and Welfare States: Is America a Laggard or Leader? chapters 3 and 4.

8. The relationship of family and poverty

Maria Cancian and Deborah Reed, Ch. 4 in Maria Cancian and Sheldon Danziger, (eds). 2009. Changing Poverty, Changing Policies, Russell Sage Foundation.

Sara McLanahan, Elizabeth Donahue, and Ron Haskins “Introducing the Issue” in Marriage and Child Well-being, The Future of Children, Volume 15, Number 2, Fall, 2005

Adam Thomas and Isabel Sawhill, “For Love and Money? The Impact of Family Structure on Family Income” in Marriage and Child Well-being, The Future of Children, Volume 15, Number 2, Fall, 2005

Adam Carasso and C. Eugene Steuerle, “The Hefty Marriage Penalty on Marriage Facing Many Households with Children, in Marriage and Child Well-being, The Future of Children, Volume 15, Number 2, Fall, 2005:

9. Opportunity and Mobility and other measures of well-being cross nationally

Marcus Janti, “Mobility in the United States in Comparative Perspective” in Maria Cancian and Sheldon Danziger, (eds). 2009. Changing Poverty, Changing Policies, Russell Sage Foundation.

Irwin Garfinkel, Timothy Smeeding, and Lee Rainwater: 2010. *Wealth and Welfare States: Is America a Laggard or Leader?* chapter 5.

Isabel Sawhill and Sara McLanahan, “Introducing the Issue” Opportunity in America, The Future of Children, Volume 16, Number 2, Fall 2006.

One paper from Opportunity in America, *The Future of Children*, Volume 16, Number 2, Fall 2006.

10. Programs to reduce insecurity and promote human capital

Jens & Ludwig, “Improving Educational Outcomes for Poor Children” in Maria Cancian and Sheldon Danziger, (eds). 2009. Changing Poverty, Changing Policies, Russell Sage Foundation.

Schwartz on health, in Maria Cancian and Sheldon Danziger, (eds). 2009. Changing Poverty, Changing Policies, Russell Sage Foundation.

Waldfoegel on family policy in Maria Cancian and Sheldon Danziger, (eds). 2009. Changing Poverty, Changing Policies, Russell Sage Foundation.

Magnuson, Enduring Influences of Childhood poverty in Maria Cancian and Sheldon Danziger, (eds). 2009. Changing Poverty, Changing Policies, Russell Sage Foundation.

11. Programs that prevent and relieve poverty.

Irwin Garfinkel, Timothy Smeeding, and Lee Rainwater: 2009. *Wealth and Welfare States: Is America a Laggard or Leader?* chapter 8

John Karl Scholz and Kara Levine, “Trends in Income Support” in Maria Cancian and Sheldon Danziger, (eds). 2009. Changing Poverty, Changing Policies, Russell Sage Foundation.

Harry Holzer, “Workforce Development as an Anti-Poverty in Maria Cancian and Sheldon Danziger, (eds). 2009. Changing Poverty, Changing Policies, Russell Sage Foundation.

12. Poverty and Inequality in Poor Countries

Banerjee, Abhijit and Esther Duflo, “The Economic Lives of the Poor,” *Journal of Economic Perspectives* (Winter,2007), pp. 141-167

Besley, Timothy and Robin Burgess, “Halving Global Poverty,” *Journal of Economic Perspectives* (Summer, 2003), pp. 3-22

World Bank, *World Development Report and World Development Indicators*, Washington, DC, annual

13. and 14. Presentation of 1st drafts of term papers

15. Politics, history, culture and the role of empirical research in policy making

Irwin Garfinkel, Lee Rainwater, and Timothy Smeeding. 2010. Wealth and Welfare States: Is America a Laggard or Leader?, Oxford University Press. Chapters 6 and 7

Mary Jo Bane, “Poverty Politics and Policy” in Maria Cancian and Sheldon Danziger, (eds). 2009. Changing Poverty, Changing Policies, Russell Sage Foundation.