

**AS.360.247 Introduction to Social Policy and Inequality: Baltimore and Beyond**

**Johns Hopkins University, Fall 2020**

**T, Th: 10:30 – 11:45 a.m.**

**Syllabus**

**Instructors:**

**Stefanie DeLuca, Department of Sociology**

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*Office hours for all teaching staff are by appointment.*

**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 Social Policy minor and counts toward the required courses needed for majoring in Sociology and Political Science. It does not count toward the Economics major. The course is also writing-intensive and counts towards general distribution requirements.

**Readings:**

The following texts are required:

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 and links. Blackboard will also be used as a forum for online discussions. You can access the course website at [blackboard.jhu.edu](https://blackboard.jhu.edu)

**Class Format:** All classes will be conducted online via Zoom. The format of the class is lecture and discussion. Lectures and discussion will be live, but powerpoints of lectures will be posted on Blackboard. For most discussions we will break off into smaller sections (noted in the syllabus as “Section Discussion.” At the end of each block (economics, sociology, political science) we will meet for a “Class Discussion.” Please keep a close eye on the detailed syllabus that specifies whether class will be lecture, Section Discussion or Class Discussion. All students should come to discussions prepared to comment on, and critique, the assigned reading and ask questions. Participation in lecture and online discussions contributes to your grade.

**Zoom Protocol:**

In lecture and Class Discussions, please keep video on and audio off. Use the raise hand function if you have questions and you will be called upon. In Section Discussions, please keep both video and audio on.

**Course Requirements:**

**Memos (60 points)** During the semester, you will write **three** memos. Each memo should be between 1800 and 2100 words, 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 online in Blackboard with a copy of the memo guidelines at the front of your memo. 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 a B to a B minus).

<b>Memo #1 Due:</b>	<b>Wednesday, September 30</b>
<b>Memo #2 Due:</b>	<b>Friday, October 30</b>
<b>Memo #3 Due:</b>	<b>Wednesday, December 9</b>

**Reflections (24 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, and not rely on anecdotal experience. A rubric for the reflection is on the course website. Posts are due by **5 p.m. on the date specified**. There are 9 reflections, but only 8 will count towards your final grade. The reflection with the lowest grade will be dropped; alternatively, if you are pressed for time in a particular week you may decide not to submit a reflection.

**Participation (16 points):** Your participation grade will be based on attendance at, and quality contributions to, weekly discussions. Students are expected to come to class prepared to discuss the readings and lecture material.

## Grading Policy

To ensure fair grading, the instructors and TAs coordinate extensively. If you need feedback on your response or memo grade, please wait 24 hours then contact the TA. If you have further questions, contact the relevant faculty. For Fall semester, the default grading policy is S/U. However, if you prefer to receive a grade, please contact us by the S/U deadline which is T.B.A. You must complete all written work to receive a Satisfactory grade in the course.

## Students are assigned to the following faculty for Section Discussions:

Section 1 DeLuca

Section 2 Morgan

Section 3 Schlozman

## Absences and extensions

Extensions for written work will only be given in the case of a documented medical or family emergency. You will be allowed one unexcused absence from Section Discussion without it affecting your grade. If you are struggling with anxiety, stress, depression or other mental health related concerns, or are concerned about a friend, please contact the Counseling Center at <http://studentaffairs.jhu.edu/counselingcenter>.

## 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 9/1 Introduction to the Course**

**R 9/3 Trends in Earnings and Income Inequality - Lecture (Morgan)**

Emmanuel Saez, "Income and Wealth Inequality: Evidence and Policy Implications,"

*Contemporary Economic Policy* 35 (1) (2017): 7-25.

"Bootstraps and Silver Spoons," Scroll down to the podcast:

<https://sanford.duke.edu/people/faculty/darity-jr-william>

**Reflection #1 due 5 p.m., Monday, September 7**

**T 9/8 Trends in Earnings and Income Inequality – Section Discussion**

**R 9/10 Causes of Earnings and Income Inequality - Lecture (Morgan)**

Lemieux, Thomas, "The Changing Nature of Wage Inequality," *Journal of Population*

*Economics* 21 (January 2008), 21-39 (Sections 1-4) and 46-47 (Conclusion).  
Goldin, Claudia and Laurence Katz, "The Future of Inequality: The Other Reason Education Matters so Much," *Milken Institute Review* 2009 (3), 28-33.  
Hershbein, Brad, Melissa S. Kearney and Lawrence H. Summers, "Increasing Education: What it Will and Will not do for Earnings Inequality," *The Hamilton Project*, 30 March, 2015, 1-5.

**Reflection #2 due 5 p.m., Monday, September 14**

**T 9/15      Causes of Earnings and Income Inequality – Section Discussion**

**R 9/17      Inequality, Good Jobs and Bad Jobs - Lecture (Morgan)**  
Ehrenreich, Barbara, *Nickel and Dimed* (whole book)

**Reflection #3 due 5 p.m., Monday, September 21**

**T 9/22      Inequality, Good Jobs and Bad Jobs – Section Discussion**

**R 9/24      Inequality, Public Policy and COVID19 - Lecture (Morgan)**  
Stiglitz, Joseph A., "Economic Justice in America: Fifty Years After the Kerner Report," Working Paper, Roosevelt Institute, August 2017.  
Mankiw, N. Gregory, "Defending the One Percent," *Journal of Economic Perspectives*, 27 (3) 2013, 21-24, 29-34.  
Hardy, Bradley L. and Trevon D. Logan "Racial Economic Inequality Amid the COVID-19 Crisis" *The Hamilton Project*, Brookings, August 2020, 1-10.

**T 9/29      Inequality, Public Policy and COVID19 – Class Discussion**

**MEMO #1 due online 5 p.m., Wednesday, September 30**

**R 10/1      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.  
Pietila, Antero. 2010. *Not in My Neighborhood: How Bigotry Shaped a Great American City*. Selections: 5-31; 61-74; 79-86; 89-104; 217-221; 231-235; 255-261

**Reflection #4 due 5 p.m., Monday, October 5**

**T 10/6      Racial Segregation and Urban Neighborhoods – Section Discussion**

**R 10/8      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](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 12**

**T 10/13      Moving to Opportunity and Housing Policy – Section Discussion**

**R 10/15                      Education and Inequality- Lecture (DeLuca)**

Reardon, Sean. 2011. “The Widening Academic-Achievement Gap between the Rich and the Poor,” pp. 91-116 in *Whither Opportunity: Rising Inequality, Schools, and Children’s Life Chances*, edited by Richard Murnane and Greg Duncan, New York: Russell Sage Foundation.  
 Rosenbaum, James and Janet Rosenbaum, 2015. “The New Forgotten Half and Research Directions to Support Them.” William T. Grant Foundation Inequality Paper. (Pages 1-6, 14-17).  
 DeLuca et al, “Following My Passion” “It’s Kind of Like Crabs in a Bucket,” *Coming of Age in the Other America*, (New York: Russell Sage, 2016) (Pages 59-89; 119-145.)

**Reflection #6 due 5 p.m., Monday, October 19**

**T 10/20      Education and Inequality – Section Discussion**

**R 10/22      NO CLASS – Fall Break.**

**T 10/27      Higher Education and Inequality – Lecture (DeLuca)**

Dynarski, Susan, CJ Libassi, Katherine Micheltmore and Stephanie Owen. 2018.  
 “Closing the Gap: The Effect of a Targeted, Tuition-Free Promise on College Choices of High-Achieving, Low-Income Students.” NBER Working Paper #25349  
 Huelmsman, Mark, “Betrayers of the Dream: How Sleazy For-Profit Colleges Disproportionately Targeted Black Students.” *American Prospect*, July 12, 2015.  
 DeLuca et al, “In and Out Before You Know It,” *Coming of Age in the Other America*, (New York: Russell Sage, 2016),(Pages 146-181.)  
 Gainful Employment Rule Summary: <http://www.ed.gov/news/press-releases/obama-administration-announces-final-rules-protect-students-poor-performing-career-college-programs>

**R 10/29 Neighborhoods, Education and Inequality – Class Discussion**

**MEMO # 2 due online 5 p.m., Friday, October 30**

**T 11/3 NO CLASS. ELECTION DAY. GO VOTE IF YOU HAVE NOT YET DONE SO.**

**R 11/5 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 9**

**T 11/10 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, Gøsta 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., Wednesday, November 11**

**R 11/12 Political Economy and Welfare State – Section Discussion**

**T 11/17 Baltimore – Lecture (Schlozman)**

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

**Reflection #9 due 5 p.m., Wednesday, November 18**

**R 11/19 Baltimore – Section Discussion**

**T 11/24 NO CLASS—Thanksgiving Break**

**R 11/26 NO CLASS—Thanksgiving Break**

**T 12/1 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.

**R 12/3                    Alternatives from Here – Class Discussion**

**T 12/8                    Course Wrap-Up**

**MEMO #3 due 5 p.m., Wednesday December 9**