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

Public Affairs (PA) 200: Contemporary Public Policy Issues

Final Syllabus Fall 2022

Professor Tim Smeeding
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Monday, Wednesday 2:25-3:15pm
Room: 184 Russell Labs
Office hours: Tuesday 9-11am, and possibly by appointment (but I urge you to see your TA first)

Discussion Sections and TAs

Natalia Borowska: borowska@wisc.edu

- Discussion section 303, Fridays 11:00-11:50am, B223 Van Vleck Hall
- Discussion section 304, Fridays 12:05-12:55pm, B223 Van Vleck Hall

Madison Mehlberg: mmehlberg@wisc.edu

- Discussion section 305, Fridays 1:20-2:10pm, B223 Van Vleck Hall
- Discussion section 306, Fridays 2:25-3:15pm, B223 Van Vleck Hall

Willem Weigel: wmweigel@wisc.edu

- Discussion section 301, Fridays 8:50am-9:40am, B223 Van Vleck Hall
- Discussion section 302, Fridays 9:55-10:45am, B223 Van Vleck Hall

Canvas Course URL: https://canvas.wisc.edu/courses/324370

Office Hours for TAs

Borowska:	Thursday 10am-12pm, 401A Bascom Hall
Mehlberg:	Tuesday 10am -12pm, 401A Bascom Hall
Weigel:	Friday 11am-1pm, 401A Bascom Hall

Instructional Modality: In-person lectures and sections

How 3.0 Credit Hours Are Met by the Course

Two hours (i.e., 100 minutes) of classroom or direct faculty/instructor instruction; one hour (50 minutes of TA section) and a minimum of two hours of out of class student work each week over approximately 15 weeks.

Course Description

The goal of this class is to offer a general primer on large-scale social, economic and other policies directed by federal and state governments, with specific examples in pressing policy areas. Students will gain a broad overall knowledge of how the majority of state and federal funding is both raised and spent, and the associated policy issues and outcomes. The class takes existing policies and the policy process as a given, explains a subset of policies in detail, and puts a focus on a set of specific contemporary public policy questions of concern to students, policymakers, and society. A student of this class will gain a broad overall knowledge of how most of state and federal funding is spent and the policy outcomes associated with that spending, including its impacts on society. We will also focus on how "administrative burden" affects the delivery of policies and programs. Where appropriate, the class will include speakers from the policy world, or expert researchers on individual topics.

Course Learning Outcomes

This class will accomplish the following learning goals:

1) Students will demonstrate understanding of how the US federal budget is spent and US domestic policies.
2) Students will gain knowledge and demonstrate application of methodological tools utilized in the public policy arena (e.g., 'policy memo' writing).
3) Students will demonstrate understanding and application of knowledge regarding given policies, being able to apply basic policy concepts to practical cases drawn from the real world.
4) Students will be able to engage in knowledgeable discussions about policy with researchers, policy makers and policy experts.
5) Students will be able to assess and interpret empirical analyses of policies and understand the effect of policy changes.
6) Students will understand how polices are implemented and the way that implementation affects outcomes and effectiveness of policy.
7) Students will be able to persuasively advocate for a proposed policy change in an op-ed and in a testimony, as two examples of policy writing.
8) Students will have a chance to present policy options for addressing public policy issues.

Course Prerequisite: None

Required Text

Administrative Burden: Policymaking by Other Means, by Pamela Herd and Donald P. Moynihan, New York, NY: Russell Sage, 2018, 360 pp.

Paperback version is available on Amazon, and elsewhere if you want the hard copy: https://www.amazon.com/Administrative-Burden-Policymaking-Other-%20Means/dp/087154444X,

Alternatively , thanks to campus library, each chapter has been loaded onto Canvas.

Required Readings

The readings for the class are up to date analyses of current policy issues. All required readings are posted on the class Canvas page: https://canvas.wisc.edu/courses/324370. All assignments except for the in-class exam will be administered via Canvas. The list of readings follows below.

Grading Structure and Schedule

Short memos (30%):

1. Op-Ed: Write an op-ed of 2 pages (750-800 words) supporting a particular solution to an *assigned* policy problem, due **Tuesday October 11th by 4pm, in Word on Canvas (15%)**.

2. Testimony: Complete a short (4-5 pages) congressional testimony arguing for or against a specific piece of legislation of your choice, due on or before **Wednesday, November 23rd by 4pm, in Word on Canvas (15%)**.

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

First exam (30%), Wednesday October 19th: Students will complete a first **written *in-class exam***, answering specific questions that demonstrate an ability to analyze specific policy problems within a limited time and word space.

Second exam (30%) take home – Distributed 8am Friday, December 16th,due Monday December 19th by 1159pm/Midnight –Word doc only. Students will complete a second **written *take-home exam***, answering specific questions that demonstrate an ability to analyze specific policy problems within a limited time and word space.

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

Course Requirements

Students will need to fulfill the following requirements:

1. ***Complete all reading assignments***. Come to class and sections with questions/comments to ask of the instructor and fellow students. Class sessions will briefly summarize the readings but will mainly provide the larger systemic context, integrate the materials, and explore the implications of the readings.
2. ***Participate in class discussion*.** This means actively engaging in discussions of the readings and the cases on Fridays. For all class meetings, especially discussions, student participation will be a major component. To participate, you will need to be in class, so please let me know in advance if you cannot attend. In a few cases, I will assign a number

of class discussion questions that we will engage in during class. When you read your readings, keep the questions in mind, and keep notes. Come to class prepared to discuss these questions. ***Attendance lists will be distributed and signed for both lectures and discussion sections.***

3. ***Complete grading requirements <u>on time</u>.***

<u>Rules, Rights, & Responsibilities</u>

COVID-19

UW-Madison: **Face Coverings**

While on campus or in class, employees and students are not required to wear face coverings. However, if you choose to wear a face covering, please feel free to do so!

Quarantine or Isolation Due to COVID-19

Student should continually monitor themselves for COVID-19 symptoms and get tested for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors and TAs as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor and TA concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor and TAs will work with the student to provide alternative ways to complete the course work.

Academic Calendar and Religious Observances

See: https://secfac.wisc.edu/academic-calendar/#religious-observances. If you need a religious day, let me know and we can work around it.

Academic Integrity

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

Accommodations for Students with Disabilities

McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester,

or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php

Diversity & Inclusion

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

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

Digital Course Evaluation (AEFIS)

UW-Madison now uses an online course evaluation survey tool, AEFIS. In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with NetID later this term where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. *I strongly encourage you to participate in the course evaluation* later in the semester.

Assigned Reading List

Below you will find the reading list. All the readings and the PowerPoints from previous classes are kept up to date on Canvas so that one can read ahead and stay current as we move through the class. (Google can find articles for you from information below, but all are on Canvas). Note that online versions are often better than PDFs on Canvas because they can be done "live" and interactively. But normally, Canvas is the "go-to link" to readings.

Lecture 1, Wednesday September 7th, Welcome and Introduction

Mackay, Melissa and Louise Shaxton.2018. *Understanding and Applying Basic Public Policy Concepts,*

Ford School. 2019. *Policy Writing, an Overview* (short infographic). at

Herd and Moynihan, *Administrative Burden.* Introduction, pp 1-10

Haskins, Ron. 2018. "Evidence-Based Policy: The Movement, the Goals, the Issues, the Promise," ANNALS, American Academy of Political and Social Science, Vol 678, July: pp 8- 37, at (read first 13pages, and last 7 pages)

For those with no economics at all— two short articles:

Hayes, Adam .2018. Economics Basics: What Is Economics?, and "Supply and Demand,"

For all of you – an even shorter one on the value of economics !

Wolfers, Justin. 2019. "Economics Isn't Dismal, It's Useful", July 26, *NY Times,*

Walters, J. 2022 "Poll Finds Huge Partisan Gap on Issues in WI," August 29th, Urban Milwaukee.

University of Chicago. 2017. "Report of the Committee on Freedom of Expression"

Brooks, D. 2009. "The Values Question." *New York Times*. November 24th

Discussion sections, Friday September 9th : Breaking the Ice: US Life Expectancy and Public Health

Rabin, Ronnie C. 2022. "U.S. Life Expectancy Falls Again in 'Historic' Setback", NY Times, August 31,

Chokshi, D. 2022 " The Decline in American Life Expectancy Is Not Inevitable", NY Times, August 31

Lecture 2 ,Monday September 12th , Values, Markets and Public Policy

Kristof, Nicholas. 2012. “Markets and Morals.” *New York Times*. May

Hart, David Bentley. 2019. Can We Please Relax About ‘Socialism’?. *NYT* April,

Sitaraman, Ganesh and Anne L. Alstott. 2019. “There Should Be a Public Option for Everything”,

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

Dunn, Mina. 2018. “Partisans are divided over the fairness of the U.S. economy – and why people are rich or poor”, Pew Research Center, October

Pew Research Center, 2022. “Public Trust in Government: 1958-2022”, June

FDR Library. 2022. FDR and the Four Freedoms Speech , accessed 9-1-2022 at

Leonhardt, David. 2020. “F.D.R. Got It. Most Democrats Don’t”. NYT, January 12th

Lecture 3 Wednesday September 14th: Policy Analysis, Policy Presentations

Smeeding, T. 2022. “Doing Policy Analysis: A Short Cookbook” PAF 2022, August 22 (PA cookbook recipe follows principles as laid out in Weimer, D. L. and A. R. Vining, *Policy Analysis: Concepts and Practice*. 6th ed. Prentice Hall)

Greg J. Duncan, Timothy Smeeding, and Suzanne Le Menestrel. 2020. “Poverty, work, and welfare: Cutting the Gordian knot” *Proceedings of the National Acad. of Sciences*, June 30,

Hubbuch, Chris . 2020. “The social cost of carbon: Bill would require consideration of economic impacts for new power plants”, Wisconsin State Journal Feb 2,

Edsall, Tom. 2020. “Can the ‘Instigator-in-Chief’ Win on ‘Law and Order’? Extracting political power from racism and fear vs facts ”, NY Times, September

Discussion sections, Friday September 16th: Values exercise and access to personal information vs privacy, the Covid on campus issue

Smeeding, T. 2022 Human and Civil Rights for Discussion (PDF)

Lecture 4 , Monday Sept. 19th , Measuring Administrative Burden & Contentious Issues: Political Rights (Voting) and Abortion/Birth Control

Herd and Moynihan, *Administrative Burden*. Chapters 1,2,3 1-2-3

Thaler, R. (2018). Nudge, not sludge. *Science* 361, 4311,

Slusky, D. 2022. Health and Economic Effects of Reduced Access to Abortion , EconoFact

Johnson. 2022. Wisconsin Supreme Court Picks Republican-Drawn Maps . NPR

Belluck. 2022. Abortion Pills Now Account for More Than Half of U.S. Abortions NYT

Lectures 5 & 6: Where the Money Goes, Breaking Down the Federal , State/Local Budgets

Lecture 5, Wednesday September 21st, Federal Government

CBPP. 2022 Policy Basics, Where Do Our Fed Tax $ Go ?

CBPP. 2022 Policy Basics, Where Do Federal Tax Revs. Come From ?

CBPP Policy Basics, Deficits, Debt, and Interest

CBO Budget Outlook 2022. (skim a few slides from July)

Klein, Michael and Maurice Obstfeld. 202 (How) Will We Pay Back the Federal Debt? *Econofact*. June 30

Discussion sections: Friday, September 23rd : Debt Fixer, Courts and "Voter Fraud"?

Moynihan, D . 2022The courts as an instrument of American decline.pdf

Wines, Michael. 2022 In Voter Fraud, Penalties Often Depend on Who's Voting NYT

CFRB. 2022, The Debt Fixer" reduce the debt and balance the federal budget exercise using the PAF 200 link (results can be tallied so we see what you guys prefer to reduce the deficit)

Lecture 6,Monday, September 26th , CBO plus State/ Local Budgeting

Prokop, Andrew. 2017. "The Congressional Budget Office, explained", Vox June 26,

Wisconsin's 2021-2023 Budget .2022 (summary from Wisconsin budget project)

Conniff, Ruth .2022 Wisconsin has plenty of money for schools, too bad kids can't get it

-Wis Policy Forum. 2022. "Despite massive influx, Wisconsin lagged most states in pandemic aid" Fall

Gunn, E 2022. "Taxes fall for most in state except for the bottom 20% of earners" *Wisc. Examiner*

Redman, H . 2022. "Towns face budget crunch leading to more debt and less services", *Wisc. Examiner*, June

Rampell, C. 2022. "A slow-moving crisis is paralyzing states and cities", Wash Post

Lecture 7 Wednesday Sept. 28 , The Minimum Wage & "Living Wage"

Smeeding, T. 2022. A Minimum Wage Proposal for WI May 2

Cornelius. 2022. “22 States Hiked Minimum Wage This Year-but not Wisconsin”, WI Budget Project, Jan 6th

Ravenscraft, Eric. 2019. “What a ‘Living Wage’ Actually Means “, *NYT*, June 5,

Van Dam and Siegel. 2020, *Minimum wage increases fueling faster wage growth for those at the bottom* Wash Post, January 2nd

Jayachandran, Seema. 2020. “How a Raise for Workers Can Be a Win for Everybody”. NYTimes, June 18th

Discussion sections, Friday, September 30th Policy Writing and Minimum Wage Benefits

Presentation from Luke Urbain from the campus Writing Center talking about policy writing as it applies to this class and your Op Ed, testimony,

Ruffini, K. 2019. **“**Better workplace conditions for long-term eldercare staff are key to promoting resident safety amid the coronavirus pandemic” *Wash Ctr Eq Growth*, August 23

Palazzo, M. 2022. Raising the Minimum Wage Improves Nutrition Among Food-Insecure Households, UC Davis *Policy Brief* , Feb.

Lectures 8, 9, 10: Reducing Poverty, Income Support, Encouraging Work and Delivering Benefits

Lecture 8, Monday October 3rd , What is Poverty and Encouraging Market Work

West Wing. 2001. *A New Formula for Poverty (5 minute videos)*

Creamer, J. 2022 *How the U.S. Census Bureau Measures Poverty* , US Census Bureau

Dhongde, S. . 2022 “South and West Lead the Nation in Multidimensional Poverty Georgia Tech Researcher Finds” GA Tech News Center.pdf

Jeff Stein. 2018.” The U.N. says 18.5 million Americans are in ‘extreme poverty.’ Trump’s team says just 250,000 are” Washington Post Wonk Blog, June 25

Thomhave, Kalena. 2019. “ Poverty is a Story About Us, Not Them December 3,

Smeeding, Timothy and Katherine A. Thornton .2020. “Wisconsin Poverty Report Summary: 2018, Summary of the 12th Wisconsin Poverty Report” October 1

Lecture 9, Encouraging Work, and the Effects of Covid Relief, the ARP

Matthew Desmond, Matt. 2018. “Americans Want to Believe Jobs Are the Solution to Poverty. They’re Not”. NY Times Magazine, November, 2018

Creamer, J. 2022. ” Government Assistance Lifts 45.4 Million Out of Poverty in 2021. September 13th

Figueroa. 2022 Record rent increases, low wages are driving an eviction crisis, U.S. Senate panel told

Leonhardt 2022 Child poverty in the U.S. has fallen by more than half since the early 1990s

Gunn. 2022 Report ties COVID-19 deaths to poverty, systemic policy failures

Arnold Chris and Aya Akala. 2020. 'No One Can Live Off $240 A Week': Many Americans Struggle To Pay Rent, Bills” NPR Special Report ,September 23rd

Discussion sections, Friday, October 7th: Poverty vignettes –short and interesting

ATD Fourth World. 2019. The Experience of Poverty in the U.S. - ATD Fourth World, very short video

Badger Emily and Margot Sanger-Katz. 2020. “Take the Quiz: Could You Manage as a Poor American? “ *NY Times*, January 28th at https://www.nytimes.com/interactive/2020/01/28/upshot/administrative-burden-quiz.html

McMillan, Tracy. 2017. “What Do We Think Poverty Looks Like?” *NYT Sunday Review*, July 8th at

Samantha M. Shapiro “Young and Homeless in Rural America” NYT **SKIM**

Optional : White, Gillian. 2016. “Poverty Compounded “, *The Atlantic*, April 16, at

Lecture 10, Monday October 10th, Policy Focus on Income Support: The Earned Income Tax Credit, SNAP, Child Tax Credits/ Child Allowances

Herd and Moynihan, *Administrative Burden*. Chapters 6 (SNAP) and 8 (EITC)

TCWF. 2019. *The Top 10 Reasons Why We Love the EITC*, at

Judith Bartfeld and Timothy Smeeding, Craig Gundersen and James P. Ziliak. 2015. The basics of SNAP Food Assistance, *IRP Focus on Policy* 6

Smith, Noah 2021. Why the CTC is so Important . *Noahpinion* December 20th

Duncan et al. 2020. Poverty, work, and welfare: Cutting the Gordian knot, *PNAS* June

Greenstein 2022.Targeting, Universalism, and Other Factors Affecting Social Programs’ Political Strength. Brookings, June 28th

Herd, Pamela and Donald Moynihan. 2019. “The crux of Republican policy: Make public services harder to use,” *Washington Post*, January 28, 2019

Writing Assignment #1 : Tuesday October 11th: Op Ed due 4pm on Canvas

Lectures 11 and 12: Inequality and Mobility

Lecture 11, Wednesday October 12th Inequality

Pew Research. 2015. The Many Ways to Measure Inequality.

Leonhardt, David. 2019. "How the Upper Middle Class Is Really Doing", NY Times, February 24th

Clausing, Kimberley and Hilary Hoynes. 2018. "Policy Implications from Rising Economic Inequality" ·Econofact . November 13th

CBO. 2022. the Distribution of Family Wealth 1989 to 2019 _ Congressional Budget Office.pdf. Summary only, September

Smialek , J and S. Casselman. 2022. In an Unequal Economy the Poor Face Inflation Now and Job Loss Later - The New York Times August 8th

OPTIONAL: Both below are interactive and fun—BUT you have to go to the NYT to fill in data interactively if you want to do so

NY Times. 2019. "Are You Rich? Where Does Your Net Worth Rank in America?", August at https://www.nytimes.com/interactive/2019/08/12/upshot/are-you-rich-where- does-your-net-worth-rank-wealth.html

NY Times. 2019. "Are You Rich? This Income-Rank Quiz Might Change How You See Yourself" August at https://www.nytimes.com/interactive/2019/08/01/upshot/are-you-rich.html

Discussion sections: Friday, October 14th Inequality and getting ready for the hour exam

Q and A on hour exam

Watch one short under 4 minute Video PEW 2022 . Trust in America How do Americans view economic inequality January

Lecture 12, Monday October 17th , Social and Economic Mobility

Stewart, Matthew. 2018. "The 9.9 Percent Is the New American Aristocracy." *The Atlantic ,June*

Broady, K. et al 2022. Seven Economic Facts About the U.S. Racial Wealth Gap . FRG Chicago, July.

NBER Reporter. 2019." High Returns from U.S. Programs for Low-Income Children",

Collinson Robert and Jens Ludwig. 2019. "Neighborhoods matter for opportunity: Time for more place-conscious policy" Brookings, September 19th

Miller, C, et al. 2022.Vast New Study Shows a Key to Reducing Poverty_ More Friendships Between Rich and Poor - The New York Times. August 1 , pdf

Miller, C. 2022. Spending on Children Surged During the Pandemic. It Didn't Last, NYT October 1st

ASSIGNMENT Wednesday October 19th In-class Mid-Term Exam

No Discussion sections: Friday, October 23rd no sessions post exam ,but if you are interested in race and mobility, see

Edsall, Thomas. 2016. Separated at Birth", New York Times, June 9th, at

Lecture 13. Monday October 24th, Population Aging and Social Security

Smeeding, Timothy .2014. "Adjusting to the Fertility Bust", Economic Perspectives, *Science*, VOL 346, Issue, 6206 October 10

NASI. 2019. Restoring Social Security to Long Term Balance, April.

Herd and Moynihan, *Administrative Burden.* Chapter 9, Social Security

Hou Wenliang and Geoffrey T. Sanzenbacher. 2020. " Social Security is a Great Equalizer" Policy Brief Number 20-2 Boston College CRR, January

Munnell 2022 "Social Security's Financial Outlook" Boston College CRR, June.

Rappeport, A. 2022 "2023 COLA Could Strain Social Security Program's Solvency" NYT Oct 20

Lecture 14, Wednesday October 26th, Visiting Journalist, Nate Silver

Readings from Silver, 538 politics,

Silver, 2022. Has Polling Broken Politics?, October 19th NYT discussion

Discussion sections, Friday, October 28th :

The CBO Social Security balancing exercise CBO. 2022. How Changing Social Security Could Affect Beneficiaries and the System's Finance, interactive game and

Lecture 15. Monday, October 31st , Demography and Public Policy

Guest lecturer, Marcy Carlson. Professor

Berger, Lawrence and Marcia Carlson. 2019." Family Policy and Complex Contemporary Families: A Decade in Review and Implications for the Next Decade of Research and Policy Practice", October 2019

Waldfogel , Jane. 2019. "Making it More Affordable to Raise a Family" , testimony before the Joint Economic Committee of the United States Congress, September 10,

Frey, W. 2022 White and youth population losses contributed most to the nation's growth slowdown new census data reveals. Brookings

Kearney, M, P. Levine and N. Pardue. 2022 “Mystery of Declining U.S. Birth Rate” Brookings

Bokat-Lindell, M. . 2022 “U.S. Pop. Growth Has Nearly Flatlined. Is That So Bad? NYT

Lectures 16, 17. Health, the US Health Care System, Health Care Policy

Lecture 16. Wed. Nov. 2nd , Introduction to Health, Health Care US System

Carroll, A. and A Frakt. 2018. “It Saves Lives. It Can Save Money. So Why Aren’t We Spending More on Public Health?” NYT, May 28, at

Daszak, Peter. 2020. “We Knew it was Coming; Welcome to the Age of Pandemics” NY Times, Feb. 27,

Remington 2021 Factors that Influence Health_ The Importance of Social and Economic Conditions and place

Thompson, D. 2021 Why Is America So Bad at Keeping People Alive? *Atlantic*, Sept.

Carroll, A. 2022. _ Out-of-Pocket Costs Put Americans into Medical Debt – NYT July 7

CRR Squared Away Blog. 2020. “Medicaid Expansion has Saved Lives” January 23

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

Haveman, Robert and Barbara Wolfe. 2010. "US Health Care Reform: A Primer and an Assessment,” La Follette School Working Paper No. 2010-013,

Discussion sections: Friday, November 4th : How to Build a Better CDC

Miller et al .2022. “A Vision For Supporting And Reforming The CDC” *Health Affairs* June 10

Carroll, A. 2022. “The Abysmal Covid Vaccination Rate for Toddlers Speaks Volumes” , NYT

Writing Assignment #2 The Congressional / Legislative Testimony : Proposal Due , Nov 11; Testimony due Nov 23rd -see Canvas

Lecture 17, Monday November 7th Administrative Burdens, COVID-19, Opioids and Final Health Care Policy Considerations

Herd and Moynihan. 2018. Administrative Burden, chapters 4, ACA; 5, Medicare; 6, Medicaid (PDF’s online)

Sanger-Katz, Margot. 2019. “The Difference Between a ‘Public Option’ and ‘Medicare for All’? Let’s Define Our Terms”, NY Times, Feb. 19, at

Lopez, G. 2022 “A Rising Death” Toll NYT Feb 14b

Emanuel, E.2019 ” Democrats Are Having the Wrong Health Care Debate” -New York Times

Skinner et al 2022 “Stabilizing the health care share of GDP” *NEJM*

Lecture 18, Wednesday November 9th , Criminal Justice Policy and Policing

Western, Bruce. 2019. “ Poverty, criminal justice, and social justice” IRP Focus 3(3), November,

Turney, Kristin, and Sara Wakefield. “Criminal Justice Contact and Inequality.” *The Russell Sage Foundation Journal of the Social Sciences*, 5(1), 1-23. (SKIM)

Zaluska, Izabela. 2019. “Jail Fees Can Leave Inmates in Debt : Pay to Stay ” , *Urban Milwaukee*, Oct. 4

Pager, Devah. 2004. The Mark of a Criminal Record. *Focus, IRP*

Vera Institute. Bail, Fines and Fees. (short video)

Lopez , G. 2022 “Prison Equity” NYT , October 31

Cieslewicz, D. 2022. “Lock Up the Bad Guys” *Yellow Stripes Dead Armadillos* blog

Vavreck , Lynn and Chris Tausanovitch. 2020. “Americans Mostly Agree on Policing. The Difference Is Priorities”, NYT UPSHOT September 9th

Discussion sections: Friday, November 11th Discussion on race and policing

Levinson-King, Robin. 2020 “George Floyd death: Seven solutions to problems
BBC News 9 June

Lopez, G. 2022 “Policing and the Alternatives” NYT March

Lectures 19, 20: Human Capital & Education Policy: ECE, K-12 & Higher Education

Lecture 19. Monday November 14th , Overview, ECE and K-12

Mongue, Lilian. 2016. “Why Does America Invest So Little in Its Children?” *The Atlantic*, July 12,

Kaeding, B. 2022. WI has widest gap in the US -White and Black students _ Wisconsin Public Radio

Bartik, Timothy J. and Brad Hershbein. 2018. "Pre-K Effectiveness at a Large Scale." Policy Brief. May, Kalamazoo, MI: W.E. Upjohn Institute for Employment Research.

Valant, Jon. 2019. What are charter schools and do they deliver? October 15th

Cowen, J. 2022 Apples to outcomes_ Revisiting the achievement v. attainment differences in school voucher studies, Brookings Brown Center

Girard, S & J. Kelly 2022 How would universal school choice work in Wisconsin ? Cap Times Explainer , Oct 18th

Lecture 20, Wednesday November 16th, Higher education, educational mobility and inequality

Haveman, R., and T. M. Smeeding. 2006. "The Role of Higher Education in Social Mobility." *Future of Children* 16(2) Fall: 125–150.

Brunner, Eric, Shaun Dougherty, and Stephen Ross. 2019. "The promise of career and technical education, Brown Center Chalkboard, Brookings, September 20,

Hanauer, Nick. 2019. "Better schools won't fix America", the *Atlantic*, July

Edsall, T. 2022. "Education Divides Everything Including Life & Death NYT, Oct.5th

Harris, D. 2022. "Democrats high wire act ,student loan forgiveness", Brookings

Herd, P & D. Moynihan. 2022 Turns Out Sometimes the Government Can Get Things Right – NYT, October

Discussion sections: Friday, November 20th debate on student debt relief policy

Federal Student Aid. 2022. What is the Biden-Harris Student Loan relief plan .Nov

Krugman, P. 2022. The Two Big Questions About Student Debt Relief - NYT , Aug 25th

Tankersley 2022 Bidens Student Loan Plan Sets Off Debate Among Economists -NYT .

Figueroa, A.2022. Six GOP-led states win national injunction against Biden student debt relief plan - Wisconsin Examiner. Nov

Lecture 21. Monday November 21st , Regulatory Policy: Gun Control

Brooks, David. 2018." Respect First, Then Gun Control" NYT. Feb 19,

Lopez, G. and A. Wu.2022. " Everyday Violence" - NYT July. (great charts)

Narea, N. , L. Zhou, and N. Millhiser 2022 . America's unique enduring gun problem *Vox* Nov. 14.

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FINAL ASSIGNMENT: Second exam take-home: distributed 8am Friday December 16th, returned 11:59pm (midnight) Monday December 19th

END OF SYLLABUS

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