

PLAN 610
Community Planning and Social Policy
Fall 2007
Thursdays 1:30-4:15pm
Saunders Building Room 116

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Hours: Wednesdays 1:30-4:00
by appointment
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The purpose of this course is to help the prospective or practicing planner to: 1) recognize the nature and importance of social policy issues to planning, both in terms of their impact on the polity and on individuals and families.; 2) foster an understanding of the ways in which social policy problems interrelate; 3) examine how we approach those issues today and why, and what alternative approaches we might consider; 4) raise the question of why and how we seek to help people, or not help them, and consider the consequences of different responses to those questions of public policy; 5) raise questions about effecting (or failing to effect social change through planning); and 6) consider approaches and methods of community planning.

Course description:

The main goal of the course is to build a foundation of concepts and knowledge in order to critically analyze social problems and social policy. The foundation of knowledge includes a historical understanding of social policy development, the politics of social policy, the language of major social policy debates, new innovations in social policy, and major lessons from past practices concerning the design and implementation of policy.

The course will familiarize you with the major issues and debates concerning social policies. We will cover several arenas of social policy including welfare reform, housing, education, employment and criminal justice. Any one of the social policy areas that we cover in this course is deserving of a full semester course. Even though this course constitutes an overview there are many critical social policy issues that are not addressed in this course.

Throughout the course examples will be given of how community planning was done to analyze, change or develop social programs and policies. We will look at the local context of social policy issues and explore the impact of policies on local communities.

Instructor's Assumptions and Approach

This course will be conducted as a seminar and will emphasize the integration of your experience with the course readings. This course is designed around the principle of active learning. I expect participants to be actively involved in the quest for knowledge—not just the passive recipients of information from the instructor and assigned readings. You will be expected to master a body of knowledge, but you will also learn much from the active exchange of ideas in seminar-style discussions. Active learning requires more than regular attendance.

Course Requirements

Class participation: This is a participatory learning class. Your absence affects the learning of others and will affect your grade. Class participation includes being prepared to effectively contribute to cooperative learning activities and actively participating in class discussions. 20% of grade

Written assignments:

- I. Essay I (3-4 pages) (10%) Question 4 on page 115 of Theodoulou, S and Chris Koffinis, *The Art of the Game* (Reader) Due September 13
- II. Reflection papers. A two to three page paper reflecting on the readings is due each week beginning on September 13 and every week except when another written assignment is due. (10% of grade)
- III. Poverty project assignment. (5%) September 27.
- IV. Group policy presentation outline due October 4: Potential Social Policy Arenas: Education, Illegal Drugs, Health, Aging, Criminal Justice, Welfare Reform etc. Topic areas will be chosen on September 13. Presentation should include overview of policy arena and discussion of the impacts of existing policy/policies. Papers due one week after presentation. (25%)
- V. Final Project—30% of grade. Policy Analysis or Service Learning Project. Written reports are due December 11.

Web sites:

Public Agenda. Research studies, issue guides

<http://www.publicagenda.org/>

RAND Corporation, a “think tank” conducts research on various problems

http://www.rand.org/research_areas/

Cato Institute

<http://www.cato.org/research/index.html>

Brooking Institution

<http://www.brookings.edu/index/research.htm>

Part 1 Social Policy Overview

August 23 Introduction

August 30 Understanding Social Policy

Bardach, Eugene (2000) *A Practical Guide to Policy Analysis*. New York: Chatham House Publishers, pp xii-46

Theodoulou, S and Chris Koffinis, (2004) Chapter 1: The Language of Public Policy in *The Art of the Game*, Thomson-Wadsworth.

Considine, Mark *Making Public Policy* (2005) 1-49

September 6 Defining Social Problems

Theodoulou, S and Chris Koffinis, (2004) Chapters 6 in *The Art of the Game*, Thomson-Wadsworth.

Essay 1 due (Question 4 on page 115)

September 13 Comparative Social policy

Russell, James (2004) *Double Standard: Social Policy in Europe and the United States*.

Zuberi, Dan (2006) *Differences that Matter: Social Policy in the United States and Canada*

Kohler, Gabriele and Jennifer Keane (2006) *Social Policy in Asia*

http://www.unicef.org/rosa/Social_Policy_Workshop_Report.pdf

A critique of Sicko and single payer system: <http://www.freemarketcure.com/>

September 20 Measuring Change

Miringhoff, Marc and Marque Miringhoff (1999). *The Social Health of the Nation: How America is Really Doing*. New York: Oxford University press, pp 1-45.

Achieving and Measuring Outcomes:

http://national.unitedway.org/outcomes/resources/measuring_outcomes.cfm

Measuring Community Success and Sustainability:

http://www.ag.iastate.edu/centers/rdev/Community_Success/planning.html

Eitzen, D. Stanley (2006), *Solutions to Social Problems*

Part II Social Policy Debates: Policy Analysis Applied

September 27 Poverty

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

Rodgers, Harrell (2006) *American poverty in a New Era of Reform*, pp 3-25, 167-215

Poverty Project due

October 4 Housing Policy

Schwartz, Alex (2006) *Housing policy in United States* New York: Taylor and Francis, pp. 11-46

Case study: Dudley Street Initiative, <http://www.dsni.org/contents.htm>

Community Building in Public Housing: The Ties that Bind People and their Communities

http://www.cpn.org/cpn/sections/tools/manuals/cb_in_public_housing.html

Leeward residents confront Lingle

<http://the.honoluluadvertiser.com/article/2006/Jun/28/ln/FP606280337.html>

Homelessness and Heartless economics.

<http://www.hawaiireporter.com/story.aspx?05c40fb2-ac23-43c6-9455-9e110a21d7df>
“Emergency action on homeless just a start”
<http://the.honoluluadvertiser.com/article/2006/Jul/10/op/FP607100304.html>
<http://www.nextag.com/home-mortgage/2/HI/Wai'anae.html>

Group outlines and reading assignments due

October 11 Homelessness

The annual homeless assessment report to Congress (2007)

<http://www.huduser.org/Publications/pdf/ahar.pdf>

Homeless in Waikiki (handout)

October 18 TBA

October 25 TBA

November 1 TBA

Part III Social Policy and Community Change

November 8 Community Planning: Opportunities and Challenges

Baum, Howell (1997) *Communities Planning Themselves*. New York: State University Press.

Taylor, Marilyn (2003). *Public Policy in the Community*, New York: Palgrave

Gladwell, Malcolm (2000). *The Tipping Point: How Little Things Can Make a Difference*, pp. 3-29, 254-258.

<http://www.communityplanning.net/methods/methods.htm>

November 15 Policy Interventions and Citizen Engagement

Sanoff, Peter (2000)

Levine Peter (2006) *Civic Renewal in America*

<http://www.publicpolicy.umd.edu/IPPP/reports/vol26winterspring06/vol26winterspring06.pdf>

Browse Community Empowerment website: <http://www.scn.org/cmp/>

November 22 Thanksgiving

November 29 Capacity Building for Social Change

Chaskin, Robert et al. (2001). *Building Community Capacity*. New York: Aldine De Gruyter, pp 7-26, 159-180.

Putnam, Robert (2000). *Bowling Alone*. New York: Simon & Schuster, pp 15-28, 367-414.

<http://www.bettertogether.org/thereport.htm>

Community Toolbox: <http://ctb.lsi.ukans.edu/>

December 6 Presentations

December 13 Papers due

Social Policy Analysis Paper

Guideline questions for the paper:

1. Describe the major problem definitions upon for the social condition the existing policy is attempting to address. What are the assumptions, values, and philosophical orientations that underlie those problem definitions? Give a brief history of the policy or program.
2. Describe the existing policy solutions (institutional and community-based) that arise from the previously described problem definitions? Include a succinct description of the approach, goals and objectives, policy instruments, funding sources, institutional setting, and the nature of community involvement.
3. Critique and evaluate the existing policy or programmatic design based on your understanding of the nature of the problem, available data, your approach to community planning, issues of related to implementation, and existing arguments regarding alternative problem definitions. Be explicit about the rationale and criteria upon which you based your assessment.
4. Make recommendations for policy reform, including but not limited to problem redefinition, policy design, institutional restructuring, new policy development or elimination. Outline the problems and challenges you would anticipate in the advocacy and implementation of recommendations? (political, technical, organizational, financial)
5. What roles, if known, have planners played in regards to this policy issue? What insights and lessons can be gained from you analysis?

The paper should be approximately 10-15 typewritten double-spaced pages in length.

Service Learning Project

Service learning is the practice of incorporating community service into the academic curriculum. It allows students to apply knowledge and skills learned in the classroom to real problems in the community. In turn, experience gained in the community enriches classroom learning. Students can also gain career experience and network with professionals in their fields of interest.

For PLAN 610, you will have the opportunity to work on one of several community projects in the field of community planning and social policy. You will be required to contribute an **average of 4-5 hours per week** (amount may vary from week to week depending on the nature of the project). You will also be required to write a project report that documents the project, your experiences working on the project, and reflections as a planner in light of the course materials.

Projects for this semester will be described in more detail during the second week. You will be working closely with a project director based in a community organization. You will also be asked to define your responsibilities in collaboration with the project director at the beginning of the semester. The responsibilities should ideally meet the following three criteria:

- Work that makes a contribution to a community organization or social agency.
- A learning opportunity for students to gain a deeper analytical as well as practical understanding of a social problem and substantive policy arena.
- Defined responsibilities that can be completed within the semester (4-5 hours per week)

Guideline questions for the project report:

- What is the problem or issue that the community organization or agency is addressing? Give background to the history of the problem, various ways in which the problem is defined and how the organization or agency is defining the problem.
2. What is the agency or organization doing to address the identified problem? What are its goals and objectives? What strategy is the group or agency taking to reach those goals?
3. What role are you playing as a planner? What planning skills, knowledge and background are you applying to the project? What specifically did you contribute to the project?
4. What are the major challenges or questions that have arisen in your work and in the project? What course literature or other planning literature, if any, speak to those issues? Discuss the challenges and questions surrounding work and the insights you have gained in the classroom and in the community as they shed light on those issues.
5. What did you learn through this experience about yourself? What suggestions do you have for the future work of the organization or agency?