

Public Policy and Black Com

argument, to make it easier for your reader to follow it.

4. Style. I expect your papers to be well-written. Your sentences should be simple and clear. You should avoid obvious errors; use spell check. You should write more than one draft. And you should proofread them before handing them in.

5. Guides. There are a number of excellent guides for good writing. Strunk and White *The Elements of Style* is a classic, especially for grammar and word usage; it also offers a useful set of “principles of composition.” I especially recommend Joseph Williams, *Style: Toward Grace and Clarity*. His work is particularly helpful in offering examples of how awkward passages can be rewritten, using rules or principles that are fairly concrete and address specific issues such as clarity, cohesion, emphasis, etc. (these are all chapter headings in his book). Anthony Weston, *A Rulebook for Arguments*, offers a helpful discussion of how to develop (and express) an argument in a tight, logical way.

6. Grading. “B” papers will fulfill the foregoing criteria adequately. “A” papers will do more. They will not only be clearly and forcefully written, but they will show evidence of deep engagement with the issues. They will argue something interesting, and thought-provoking.

How Perusall Works

I have not placed any book orders with the bookstore. I will be supplying the books for this course (with a few exceptions – in some courses, there will be one or two books you need to buy) through an online reading software package called “Perusall.” All of the reading assignments for the semester must be completed through this online software package, which you can access by clicking on the Perusall link on the bottom of the course’s Blackboard homepage.

Reasons I am doing this: *Perusall* helps you master readings faster, understand the material, and you can

How many annotations do I need to enter?

When I look at your annotations I want them to reflect the effort you put in your study of the text. It is unlikely that that effort will be reflected by just a few thoughtful annotations per assignment. At the other extreme, 30 per assignment is too many, unless a number of them are superficial or short comments or questions (which is fine, because it is OK to engage in chat with your peers). Somewhere in between these two extremes is about right and, thoughtful questions or comments that stimulate discussion or thoughtful and helpful answers to other students' questions will earn you a higher score for the assignment. Note, also, that to lay the foundation for understanding the in-class activities, you must familiarize yourself with each assignment *in its entirety*. Failing to read and annotate across the entire assignment will result in a lower score.

What does "on time" mean?

The work done in class depends on you having done the reading in advance, so it is necessary to complete the reading and post your annotations before the deadline to receive credit. I allow a late annotation period of two days during which the credit for your annotations linearly decreases from 100% at the deadline to 0% at the end of the late annotation period. Similarly, to encourage you to talk to each other, there is a reply window after each deadline during which you can continue to reply, for full credit, to questions posted by others. However, the number of additional points you can earn after the deadline is capped at the credit you receive for annotations made on that assignment before the deadline.

Jan 17

Introduction

Racism, Politics, and Public Policy: There is not enough time to examine the dynamics of the public policy process. If we had unlimited time, we'd look at models trying to explain why governments in general and in the United States in particular adopt some policies and not others. So, we'd look at the role of elites, interest groups, voters, and bureaucrats in determining public policy. But we don't have unlimited amounts of time.

Jan 19

Rogers Smith, Desmond King, and Philip Klinkner, "Barack Obama & American Racial Politics," in *Daedalus*, Spring 2011.

Jan 22

"The New Racism: The U.S. Racial Structure since the 1960s," ch. 2 of Eduardo Bonilla-Silva, *Racism without Racists*, 6th ed.(New York: Roman & Littlefield), 2022.

Jan 24

Mariel Lemonik and Mikaila Arthur. 2007. "Racism, Structural and Institutional." *Blackwell Encyclopedia of Sociology*, George Ritzer (Ed.).

Pager and Shepherd, "The Sociology of Discrimination: Racial Discrimination in Employment, Housing, Credit, and Consumer Markets," *Annual Review of Sociology*, 2008. 34:181-209.

Jan 26

Politics of

Adolph Reed, "Race, Class, Crisis: The Discourse of Racial Disparity and Its Analytical Discontents," in Walter Benn Michaels & Adolph Reed Jr., *No Politics But Class Politics*, (London: Eris), 2022.

Poverty – What are the main causes and effects of inner city poverty? What sorts of policies could help?

Jan 29

Mia Lynch, "A Cross-National Perspective on the American Welfare State," in *The*

Jan 31

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Feb 2

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Feb 19

Volume 6, Issue 1, 1995.

Feb 21 Owen Fiss, "What Should Be Done for Those Who Have Been Left Behind?" in *A Way Out: America's Ghettos and the Legacy of Racism*, (Princeton, NJ: Princeton University Press), 2003.

Feb 23 Part II of *A Way Out*

Feb 26 Lane Kenworthy, ch. 1-5, *Progress for the Poor*, (New York: Oxford University Press), 2011.

Feb 28 Kenworthy, chs. 6-11

Mar 1 Conclusion

Education and Family – effects of class, parenting practices, and schools on academic achievement.

Mar 4 Jack Schneider, "What School Funding Debates Ignore," *Atlantic*, January 22, 2018.

Mar 6 Robert Putnam, chs. 1-2, *Our Kids*, (New York: Simon and Schuster) 2015.

Mar 8 Putnam, ch. 3, *Our Kids*

Mar 9-17 **Spring Break!**

Mar 18 "Invisible Inequality: Social Class and Childrearing in Black Families and White Families," Annette Lareau, *American Sociological Review* 34(1) 1969. Annette Lareau, *American Sociological Review* 34(1) 1969.

Mar 20

Mar 22

Mar 25

Mar 27

Mar 29

Mar 31

Apr 1

- Apr 3 Christopher Jencks, "Crime," in *Rethinking Social Policy*, (Cambridge, MA: Harvard University Press), 1992.
- Apr 5 Janet Lauritsen and Robert Sampson, "Minorities, Crime, and Criminal Justice," in Michael Tonry, ed., *The Handbook of Crime and Punishment*, (New York: Oxford University Press), 1998.
- Apr 8 Robert Sampson and William Julius Wilson, "Toward a Theory of Race, Crime, and Urban Inequality," Sampson, Robert J, and William Julius Wilson, *Crime and Inequality*, edited by John Hagan and Ruth D Peterson, 37-56. Stanford, CA: Stanford University Press, 1995.
- Apr 10 James Q. Wilson and George Kelling, "Broken Windows," *The Atlantic*, March 1982
- Apr 12 James Q. Wilson, "Penalties and Opportunities," in *Thinking About Crime*, rev. ed., (New York: Basic Books), 1983.
- Apr 15 Patrick Sharkey, chs. 1-3, *Uneasy Peace: The Great Crime Decline, The Renewal of City Life, and the Next War on Violence*, (New York: Oxford University Press), 2020.
- Apr 17 Sharkey, chs. 4-6
- Apr 19 Sharkey, chs. 7-8
- Apr 22 Sharkey, chs. 9-10
- Apr 24 Michael Tonry, chs. 6-7, *Doing Justice, Preventing Crime*
- Apr 26 Tonry, ch. 8
- Apr 29 Conclusion

