CREDIT HOURS: 3  INSTRUCTORS: Andrew Theising (andrew.theising@gmail.com)
Andrew Foell (andrewfoell@wustl.edu)

GRADE: L/G  OFFICE HOURS: Fridays: 12:30-1:30, Brown 201;
at SIUE 12 noon-2 p.m., call 618-650-2308; and by appointment

CLASSROOM: Hillman 120  CLASS TIME: Mondays, 1:00 p.m.-4:00 p.m.

I. COURSE DOMAIN AND BOUNDARIES

This course explores the substance and discursive processes of SED policy debates in the United States. We will focus on historical and contemporary policies concerning four major challenges to social and economic development: (1) the unequal distribution of resources, (2) the concentration of poverty and affluence, (3) policy interventions and responses to them, and (4) issues of enforcement and regulation. This course has three main goals:

1. Students will become familiar with the policy tools available for fostering healthy communities. We will discuss the intended purpose and real-world implementation of a range of local, state, and federal programs and policies.

2. Students will develop expertise around one specific program or policy within the field of social and economic development. They will synthesize the recent literature on this topic and develop a recommendation as to how the policy might be improved.

3. Students will participate in deep analysis around a community facing pressing policy questions. Through site visits, individual engagement, and institutional engagement, students will bridge academic knowledge and real world problem-solving.
II. **MSW COMPETENCIES ADDRESSED IN THIS COURSE**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Code</th>
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<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
<td>C1</td>
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<tr>
<td>Engage diversity and difference in practice.</td>
<td>C2</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
</tr>
<tr>
<td>Engage in policy practice</td>
<td>C5</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>C6</td>
</tr>
</tbody>
</table>

III. **BROWN SCHOOL ACADEMIC POLICIES**

**Academic Integrity**: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

[Student Handbook 2017-2018](#)

**Accommodations**: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

**English Language Proficiency**: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students’ English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.
Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.
If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can. But as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall. See: RSVP Center.

Bias Reporting: The University has a process through which students, faculty, staff, and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See shs.wustl.edu/MentalHealth

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the aforementioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

V. READINGS AND DETAILED SCHEDULE

PLEASE NOTE: The professor reserves the right to modify readings, due dates, and assignments throughout the course.

Required text:

Additional Required Readings (labeled “excerpts”) will be posted on Blackboard.
UNIT I: BASIC THEORIES AND POLICY GOALS

Week 1—1/22  WELCOME! Theoretical Underpinnings of Policy in Domestic Society and Economy (basic rudimentary understanding of key principles and approaches in Western socio-economic concepts)
- Handout in class; no readings or reading notes for this week
- Start thinking about your personal essay (due in 3 weeks)

Week 2—1/29  Policy Goals of Domestic Society and Economy (structural applications of theory, especially through executive, legislative, and judicial functions)
- Handout in class; no readings or reading notes for this week

UNIT II: INFLUENCING ECONOMIC OUTCOMES

Week 3—2/5  Inequalities of the Marketplace (the results/unintended consequences of market inequalities, structural racism, how institutions contribute to this influence, how individuals contribute to this influence)
- View in-class presentation of historical maps: “People Who Can”
- READ excerpt: Kenneth Jackson’s Crabgrass Frontier.
- DISCUSSION POINT: Who benefits from segregation? Who pays for segregation? Can you think of a way that minorities and majorities can be in both of these categories?
- NOTES OPPORTUNITY #1

Week 4—2/12  All about Development (examination of economic structures and motivations that raise issues in development; understanding what players want to “maximize” and “minimize”; examination of regulation regarding housing and lending)
- Lecture: the concept of hyperpluralism, maximizing and minimizing
- READ excerpt: Logan and Molotch’s “Growth Machine”
- DISCUSSION POINT: What makes things unfair? (economic distribution is always unequal)  What is our obligation to fix it? (policy goals for society) How can we embrace both economic freedom and yet influence economic outcomes?
- PERSONAL ESSAY DUE
- NOTES OPPORTUNITY #2

Week 5—2/19  Tools of Taxation (types of taxes; mechanisms for collecting taxes; the authority to tax, including TELs; and ways to manipulate taxing systems, like Tax Increment Financing)
- Lecture: Understanding Tax Increment Financing—intended users vs. actual users
- READ excerpt: Klacik and Nunn’s “A Primer on Tax Increment Financing” and
- READ: Currents: “Dividing Sales Tax: Conflict and Consensus” beginning p. 122
- DISCUSSION POINT: Has St. Louis County devised something exceptionally brilliant or terribly unfair?
- NOTES OPPORTUNITY #3

Week 6—2/26  The Regional Economy (dynamic vs. static; how change is incorporated vs. how resistance to change is damaging; when is resistance helpful, e.g., historic preservation and the rise of the tourist economy)
- READ: Currents: “St. Louis as Historical Hub” beginning p. 12 (where we were)
- READ: Currents: “The St. Louis Regional Economy: Recession, Recovery, and Reinvention” beginning p. 137 (where we are)
- DISCUSSION POINT: How does economy physically shape our landscape? How can we go about influencing the landscape using only the tools of economics? Where has St. Louis incorporated change? Where has St. Louis resisted change?
- SELECT A PUBLIC SPACE (FOR PROJECT DUE 4/2)
- SELECT A POLICY AREA (FOR PROJECT DUE 4/16)
- NOTES OPPORTUNITY #4

UNIT III: INFLUENCING SOCIAL OUTCOMES

Week 7—3/5  Mobility Strategy (strategies for bringing people into the marketplace, responses to poverty, responses to divisions, the role of protest and revolt)
- READ: Metzger Section 8 housing study: [https://csd.wustl.edu/Publications/Documents/PB14-29.pdf](https://csd.wustl.edu/Publications/Documents/PB14-29.pdf)
- READ excerpt: Harrigan and Nice, chapter 13 (responses to poverty)
- DISCUSSION POINT: Look at the myriad of ways society attempts to help groups to be players in the marketplace. Many of these are by client group (e.g., senior citizens, the disabled, children). Is that a smart approach? Should government just guarantee a base amount to every household as a cash transfer? Why or why not?
- View in-class film: Metropolis
- LIVE SESSION Blackboard Forum (see rules of engagement in separate doc)
- NOTES OPPORTUNITY #5

Week 8—3/12  SPRING BREAK—NO CLASS; NO OFFICE HOURS—enjoy the time off!

Week 9—3/19 Rebound Neighborhoods (examples of neighborhoods where successes can be found, some large and some small; review of the institutions involved in doing so—let’s think back to the Logan and Molotch reading)
- (We may have a guest speaker.)
- DISCUSSION POINT: What are the signs of success in a neighborhood? Are they economic? Are they social? Who decides?
- POLICY BRIEF PROPOSAL DUE
- NOTES OPPORTUNITY #6

Week 10—3/26 Place-based Strategy (locally-based strategies that take a holistic approach may be the best choice for influencing social outcomes in urban areas; micro- may be better than macro- in this case.)
- Discussion Point: Where do CDCs work? Where do they fall short? What does a CDC bring to the table that some external developer cannot?
- NOTES OPPORTUNITY #7

Week 11—4/2 Case Studies across Time and Space (examination of one neighborhood’s experience, and a sharing of students’ field work results)
- (We may have a guest speaker.)
- DISCUSSION POINT: What values are reflected by the redevelopment of this neighborhood? How does this illustrate the best and worst of development? Isn’t the market simply responding to demand?
- Class discussion of public space reports.
- PUBLIC SPACE FIELD WORK REPORT DUE
- NOTES OPPORTUNITY #8

UNIT IV: DEVELOPMENT OF SOCIAL AND ECONOMIC EQUITY IN THE UNITED STATES

Week 12—4/9 Issues of Enforcement (enforcing law and policy, and the challenges of doing so. The great modern thinker Robert Dahl once stated, “What is legal is not always just.” Let’s examine where law and justice align, and where they do not.)
- FAMILIARIZE YOURSELF: at least the “What We Believe” section of the Black Lives Matter platform, https://blacklivesmatter.com/about/what-we-believe/
- VIEW on your own: Peggy McIntosh and the “Invisible Knapsack” https://www.youtube.com/watch?v=DRnoddGTMTY
- FAMILIARIZE YOURSELF: Peggy McIntosh’s groundbreaking work: https://nationalseedproject.org/images/documents/Knapsack_plus_Notes-Peggy_McIntosh.pdf
DISCUSSION POINT: In what ways do laws reflect justice? In what ways do laws reflect injustice? How can one law do both? Indeed, does every law do both? Will there always be privilege?

NOTES OPPORTUNITY #9

Week 13—4/16 Issues of Regulation (what areas to regulate, what areas to avoid; using environmentalism as one example of a regulatory area, we examine the tension between the economic goals we want and the social outcomes we desire)

READ: Environmental issues—Currents: “St. Louis in the Anthropocene...” beginning p. 103

DISCUSSION POINT: We regulate so many facets of the economy; the environment is just one of them. In this new environmental era, how well do our social and economic interests align? Is it fair if my economic justice comes at the expense of your environmental justice? If we look at “overpopulation,” who is the real problem? Is it the sheer number of 1 billion persons in a country who live a subsistence lifestyle, or rather, is it the few hundred million in another country who demand new cars, own multiple electronic devices, insist on air-conditioned rooms, and enjoy single-family homes with mowed lawns and picket fences?

NOTES OPPORTUNITY #10

Week 14—4/23 Peer Review Session

POLICY BRIEF DRAFT DUE FOR PEER REVIEW (BRING FOUR COPIES)

Week 15—4/30 Competing Models of Development (on a large scale and small, we examine different ways to achieve development outcomes; outcomes, of course, depend on goals, and goals are...well...competing in and of themselves)

FAMILIARIZE YOURSELF: Here’s an interesting competing models paper (Structural/ Marxism): http://fileservenet-texts.com/asset.aspx?dl=no&id=53188

READ excerpt: Harrigan and Nice, chapter 17 (economic development policy)

DISCUSSION POINT: There are competing social and economic goals within the United States, but also competing social and economic goals globally. In what respects do domestic goals related to equity need to consider global goals for that same equity? Whose yardstick shall be the measure of our success?

NOTES OPPORTUNITY #11

Week 16—5/7 Wrapping Up the Course—Community Benefits Agreements (perhaps this tool is the best way, at least locally, to bring together competing interests, competing jurisdictions, and competing models)

READ: Verseman, L. “Community benefits agreements: Options for connecting development and community benefits in St. Louis.”
VI. ORGANIZATION OF COURSE

The course will meet for three hours weekly, with two breaks in the three-hour session. The course is split into four interrelated units. Units will be comprised of a combination of lecture, class discussion, in-class simulation/case study, and/or guest speakers.

1. “Basic Theories” will explore the theoretical underpinnings that drive economic and social policy in the United States. These are the concepts that shape institutions and provide the parameters for decision-making.

2. “Influencing Economic Outcomes” will explore the economy and the unequal distribution of wealth and power in it. We will consider the choices that arise from this inequality, particularly from a private sector perspective.

3. “Influencing Social Outcomes” focuses on strategies to use policy as a way to improve people’s lives. This unit is driven largely by case study and we will look at the social choices, usually represented by public sector perspective.

4. “Development of Social and Economic Equity” focuses on the equity (or inequity) in enforcing laws, determining regulation, and defining outcomes. This unit will connect the case studies to larger societal forces, essentially uniting the previous three units in a public-private-theoretical combination.

VII. ROLES AND EXPECTATIONS OF FACULTY AND STUDENTS

Course expectations. The instructor will: prepare and deliver course material, be available to students after class and by appointment, and provide clear and timely feedback on student performance. The instructor expects students to: attend each class on time, complete all assignments in a timely manner, come to class having read all assigned readings, participate in class discussions, and provide the instructor with feedback about the effectiveness of the course. Students shall honor the codes of conduct outlined in this syllabus.

Expectations for written work. All sentences must be comprised of students’ own words. Ideas, information, and concepts that originated with any other source must always be noted as such and properly cited. Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline. Assignments
should be completed in Times New Roman, 12-point font, double-spaced, with 1” margins. Assignments should be carefully proofread for spelling and grammar. Students are strongly encouraged to use the assistance of the Brown School’s Communication Lab and/or the University Writing Center.

**Policy on late assignments.** The instructor does not accept late assignments. However, all submissions have an automatic 24-hour grace period. Assignments are due at the beginning of class on the due date—which is the point when the grace period begins. All materials, unless explicitly instructed otherwise, are to be printed and submitted in hard copy. If the grace period is being used, students shall email the assignment to both instructors to show that it was completed during the required grace period, and then submitted at the first opportunity (office hours, T/A meeting, next class period).

**Policy on communication.** Since the instructor is not based on the WUSTL campus, communication may be slow. The instructor receives calls and voicemail (available 24 hrs.) during office hours, but may not return phone calls. Email is the preferred method of communication. Please remember: the burden of contact is on the student.

VIII. ASSIGNMENTS AND GRADING CRITERIA

**NOTE:** All assignments should be submitted in hard copy the day they are due. We will not be using Blackboard for assignments in this course.

Letter grades will be calculated in the following percentages:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>(100-95%)</td>
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<tr>
<td>A-</td>
<td>(90-94%)</td>
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<td>B+</td>
<td>(88-89%)</td>
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<td>B</td>
<td>(85-87%)</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>F</td>
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<tr>
<th>Overview of Assignments</th>
<th>Date Due</th>
<th>Percent of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>(1) Reading Notes (graded P/F)</td>
<td>Weekly starting 2/5 (submit 10 of 12 opportunities)</td>
<td>10%</td>
</tr>
<tr>
<td>(2) Personal Essay (graded as %)</td>
<td>2/12</td>
<td>20%</td>
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</table>
See Appendix 3 for additional grading information.

(1) Weekly Reading Notes
Due: end of class on 10 weeks in which readings are assigned.
(The weeks skipped are up to you.)
For each assigned reading:
(1) Summarize the main points from the article.
(2) Respond to any or all of the discussion point questions.
(3) Provide some brief commentary on the article. Did you find the article helpful or interesting? Or not? Do you agree or disagree with the author’s perspective?

Provide at least a half-page of notes for each assigned reading. These notes can be typed or handwritten and will be turned in at the end of class (so that you can reference them during class). One purpose of this assignment is to prepare you to participate in class discussions. Therefore, reading notes will not be accepted late, nor can reading notes be submitted on a day that you do not attend class.
Reading notes will be graded pass/fail each week they are submitted.

(2) Personal Essay
Due: February 12 at 1pm (in hard copy)
Write a personal essay about your own political orientation, and how you approach people who have a different political perspective from your own. Some questions you might want to consider as you approach the task:

- How would you characterize your own political orientation? Where do you fall on the “political spectrum”: Democrat, Republican, Socialist, Anarchist, Libertarian, something else? Liberal, Progressive, Conservative? Something completely different—or some combination of the above? How would you describe your political beliefs?
- Do you know people who have a different political philosophy than yours? Do you discuss political issues with them? More broadly, do you think “bridge building” across the aisle is important? Or is (your) energy better spent shoring up your own side? Or perhaps you have chosen to disengage your life from politics and focus instead on other goals and interests?
• Is there a way you’d like to engage politically, but haven’t yet figured out how? Who are your mentors or role models in this task? Is there a specific time or interaction that captures how some of these issues have played out in your life?
• Are there any specific policy issues that have compelled you to get engaged? If so, in what ways? Some policies to consider are immigration, abortion, healthcare, climate change, nuclear weapons, and policing practices.

You do not need to answer all of these questions in the essay. Rather, wrestle with the question and craft a short, personal essay describing where you are in terms of your political thoughts and actions in this very divided political moment.

For examples of short, personal essays on other topics, see http://furmancenter.org/research/iri/pattillo and http://voices.wustl.edu/fergusonoctober-com/

Your essay should be 4-5 pages long, double-spaced with 1" margins. You may format it as you like (APA, Chicago style, or other format), but make sure to adequately cite any outside sources (if you choose to use any). See Appendix 3 for grading system.

(3) Policy Brief Proposal and Reference List
Due: March 19 at 1pm (in hard copy)
Submit a one-paragraph proposal describing the policy that you plan to address in your policy brief and articulating why you have chosen that particular topic. Attach a table summarizing at least 8 references (academic articles, books, and/or reports) to form the basis of that policy brief. Table columns should provide:
(1) full references for the source,
(2) the geographic focus of the study (e.g., specific city or state?), and
(3) a brief summary of the article.
References should be in APA format. You may want to reference appendix 2.

(4) Live Session
Takes place in class: March 5 at 1pm
We are going to do something today that was (sort of) envisioned nearly a century ago—to see if a prediction from 1927 has come true. Two brilliant minds of the early 20th century, screenwriter Thea Von Harbou and her husband, filmmaker Fritz Lang, created a film called *Metropolis*. It is generally considered one of the greatest films of all time. The film, made in 1927, essentially predicts where society will be in 2027. As our society approaches that century mark, we will watch the film while having a live discussion on Blackboard to examine the relevancies to today’s world. We may want to note some important connections to our theoretical underpinnings of the class as well.

What does the film say about workers? What parallels exist today?
What does the film say about the elite? What parallels exist today?
What does the film say about religion? What parallels exist today?
What does the film say about physical space? What parallels exist today?
Overall, how did Von Harbou and Lang do?

Your responses will be preserved and graded. Because this is a silent film with very little text, use your ability to read situations and body language to infer the answers to these questions.

(5) Public Space Report
Due: April 2 at 1 pm
This assignment requires you to select a neighborhood within the City of St. Louis or a municipal jurisdiction within St. Louis, Madison, or St. Clair Counties. Use will use the analysis grid provided to examine the following features:
A. the social status of the jurisdiction, over time. This includes basic demographics on the resident population, institutional information, and any migrations that occur over long- or short-terms. Future projections for the area are also needed.
B. the economic status of the jurisdiction, over time. This includes a summary of basic economic activity and indicators of economic health (the census bureau tracks some of this information, e.g. home values, unemployment, etc.). Representing this information in a chart, graph, or table would be helpful.
C. the assets of the jurisdiction, over time. What anchors did the jurisdiction have historically, what exists now, and what are planned for the future?

There are requirements of your data sources. Information gathered in the “social status” column must involve information from one person who is connected to the jurisdiction. The “economic status” column must have information from either a media report or scholarly article. The “asset” column must be informed by a site visit, either real or virtual using an application like Google Street View. Similarly, the rows also have requirements. For the “past” row, you must have some kind of archival input. This could be an old photograph, newspaper article or advertisement, or ephemera from a local institution (e.g., a school yearbook, a church directory, a personal artifact from a resident). The “present” row must involve census data. The “future” row must involve a relevant institution that is in a position to predict, plan, or otherwise influence future development in the jurisdiction.

The final column is reserved for your conclusions about the data and findings. What are the change dynamics present in this jurisdiction? Which of the theoretical underpinnings introduced in the class are useful in understanding what is happening over time? What social identifiers appear: race, age, ability, gender, gender identity, sexual orientation, ethnicity, religion, national origin, language?

It is expected that each “square” within the grid will result in roughly one page of text and/or illustration, for a final product in the 8-12 page range (typed, double-spaced).
(6) Policy Brief
Complete Draft Due for Peer Review: April 23 (in hard copy; bring 4 copies)
Final Version Due: May 7 at 1pm (by email to all three professors)
Produce a policy brief (8-10 double-spaced pages, excluding figures, tables, and references) pertaining to a major issue in housing or community development policy. Your focal policy can operate at the local, state, or federal level. The policy brief must include:
(1) an evocative title,
(2) a 1-2 paragraph executive summary,
(3) brief history, description, and importance of the policy,
(4) identification of a problem with the existing policy,
(5) a proposal for reforming the policy, including specific steps to be implemented and (to the extent possible) consideration of the fiscal costs and benefits of your proposed reform,
(6) a closing paragraph, and
(7) a reference list in the standard format of your choice (APA, Chicago, etc.).

IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

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<thead>
<tr>
<th>Graded Assignments</th>
<th>Competencies</th>
<th>Dimensions Measured</th>
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<tr>
<td>Reading Notes</td>
<td>C4</td>
<td>Knowledge</td>
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<tr>
<td>Personal Essay</td>
<td>C1, C2, C3</td>
<td>Knowledge, Values</td>
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<tr>
<td>Blackboard Discussion</td>
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<td>Knowledge, Values</td>
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<td>Exercise</td>
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<tr>
<td>Policy Brief Proposal</td>
<td>C5, C6</td>
<td>Knowledge, Skills</td>
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<tr>
<td>Public Space Report</td>
<td>C1, C2, C3, C4, C5, C6</td>
<td>Cognitive and Affective Processes, Skills, Values</td>
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<tr>
<td>Policy Brief</td>
<td>C3, C6</td>
<td>Knowledge, Skills</td>
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X. OUTLINE

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<tr>
<th>WEEK</th>
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<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>UNIT I—BASIC THEORIES</td>
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<tr>
<td>Week 1</td>
<td>Welcome and Theoretical Underpinnings</td>
<td>Handout in class</td>
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<tr>
<td>Week 2</td>
<td>Policy Goals of Society and Economy</td>
<td>Handout in class</td>
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UNIT II—INFLUENCING ECONOMIC OUTCOMES

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week 3</td>
<td>Inequalities of the Marketplace</td>
<td>Reading notes</td>
</tr>
<tr>
<td>Week 4</td>
<td>All about Development</td>
<td>Reading notes, Personal Essay due</td>
</tr>
<tr>
<td>Week 5</td>
<td>Tools of Taxation</td>
<td>Reading notes</td>
</tr>
<tr>
<td>Week 6</td>
<td>The Regional Economy</td>
<td>Reading notes, Policy/Place selection</td>
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</table>

UNIT III—INFLUENCING SOCIAL OUTCOMES

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>Week 7</td>
<td>Mobility Strategy</td>
<td>Reading notes, Live Session</td>
</tr>
<tr>
<td>Week 8</td>
<td>Spring Break—Class does not Meet</td>
<td>Reading notes</td>
</tr>
<tr>
<td>Week 9</td>
<td>Rebound Neighborhoods</td>
<td>Reading notes, Policy Brief Proposal due</td>
</tr>
<tr>
<td>Week 10</td>
<td>Place-based Strategy</td>
<td>Reading notes</td>
</tr>
</tbody>
</table>

Graded Assignments

- Competencies: C1, C2, C3
- Dimensions Measured: Knowledge, Values, Cognitive and Affective Processes, Skills, Values

- Competencies: C4
- Dimensions Measured: Knowledge

- Competencies: C5, C6
- Dimensions Measured: Knowledge, Skills

Blackboard Discussion Exercise

- Competencies: C3
- Dimensions Measured: Knowledge, Values
<table>
<thead>
<tr>
<th>Week 11</th>
<th>Case Studies across Time and Space</th>
<th>Reading notes</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>Public Space Report due</td>
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UNIT IV—DEVELOPMENT OF SOCIAL AND ECONOMIC EQUITY

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Issues of Enforcement</th>
<th>Reading notes</th>
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<thead>
<tr>
<th>Week 13</th>
<th>Issues of Regulation</th>
<th>Reading notes</th>
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<th>Week 14</th>
<th>Peer Review Session due</th>
<th>Policy Brief DRAFT</th>
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<th>Week 15</th>
<th>Competing Models of Development</th>
<th>Reading notes</th>
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<table>
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<th>Week 16</th>
<th>Community Benefit Agreements/Wrap-up</th>
<th>Reading notes</th>
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<tr>
<th></th>
<th></th>
<th>Policy Brief FINAL due</th>
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</thead>
</table>
## Appendix 1

### PUBLIC SPACE REPORT and ANALYSIS GRID

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social status</strong>&lt;br&gt;(this column must contain some response from a PERSON in the jurisdiction; face-to-face, phone, email interview)</td>
<td><strong>Economic status</strong>&lt;br&gt;(this column must contain some kind of MEDIA REPORT or SCHOLARLY ARTICLE)</td>
<td><strong>Existing Assets/Asset Mapping</strong>&lt;br&gt;(this column must be informed by a SITE VISIT, either real or virtual)</td>
</tr>
<tr>
<td><strong>Identify the change dynamic</strong>&lt;br&gt;(this column contains your analysis only; do not rely on sources here)</td>
<td><strong>Data and Interpretation</strong></td>
<td><strong>Data and Interpretation</strong></td>
</tr>
<tr>
<td><strong>Data and Interpretation</strong></td>
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- **Past** (you must have some kind of ARCHIVAL source on this row)
- **Present** (you must include some kind of CENSUS DATA on this row)
- **Future** (you must include input from a relevant INSTITUTION on this row)
This report must have illustrations, properly credited. All sources shall be cited properly.
Each student must work on a different geographical area.

PUBLIC SPACE CHOICES:
You may choose any neighborhood in St. Louis listed here:
https://www.stlouis-mo.gov/neighborhoods/

Any municipality in St. Louis County, listed here:
https://en.wikipedia.org/wiki/Municipalities_of_St._Louis_County,_Missouri

Any municipality in Madison or St. Clair County IL:
(St. Clair) http://www.co.st-clair.il.us/government/Pages/cities.aspx
(Madison)
http://www.co.madison.il.us/departments/chief_county_assessment_office/maps_and_plat/municipality_planning_officials.php
Appendix 2

POLICY AREA ASSIGNMENT and PROPOSAL GUIDELINES

Select one social or economic issue that has been identified in class. This is an individual assignment. Multiple students may select a particular policy area, but students are not to work together.

Please prepare a policy proposal to make one change to the existing policy framework (local or state preferred, but you can make a case for national as well). This must be either a new policy altogether, revision of an existing policy, or a new application of an existing policy. Resource allocation is important—you simply cannot say “pay for this out of general revenues,” when we all know that every penny of general revenue is committed already. Since this is going to have an applied-policy focus, it may be wise to connect the policy to your Public Space Assignment. Otherwise, please identify a jurisdiction that illustrates the problem or solution.

(8-12 pages, including the following sections: problem statement, summary of existing policy action, proposed policy change/solution, resource allocation to implement, measurable indicators of success or failure, institution responsible for implementation)

A draft policy proposal must be submitted two weeks ahead of the final due date for professor review. At a minimum, this draft must contain a problem statement and a proposed policy change/solution. There should also be some basic statement about resource allocation and indicators. The draft submission will be graded.
Appendix 3

Grading System for Personal Essay and Policy Brief Assignments
Adapted from http://www.tc.umn.edu/~jewel001/CollegeWriting/TEACH/grading.htm#Holistic%20Scoring

High Pass (95-100): (a) Contents show a very well developed thought process with excellent tone and voice, and superior development in quality and length. (b) Superior details exist in support of the central statements of the paper. (c) The thesis, topics, and sections of the paper are very well presented. (d) Paragraphs are very well constructed and offer clarity, grace, and power in organizing their contents. (e) There are few or no errors in grammatical usage, punctuation, sentence structure, and typing.

Medium Pass (88-94): (a) Contents show a clear, developed thought process with an appropriate tone and voice, and sufficient development in quality and length. (b) Good details exist to support the central statements of the paper. (c) The thesis, topics, and sections of the paper are clear and logical. (d) Paragraphs are of sufficient length and move with clarity from topic statement to explanation and proof and then to a conclusion. (e) Mechanics—grammatical usage, punctuation, sentence structure, and typing—are acceptable.

Low Pass (75-87): (a) Contents show an acceptable thought process with an acceptable tone and voice, and acceptable development in quality and length. (b) Reasonable details exist to support the central statements of the paper. (c) The thesis, topics, and sections of the paper are clear and logical. (d) Paragraphs are adequate in length, number, variety, and development to clarify the subject material. (e) There are a number of errors in grammatical usage, punctuation, sentence structure, and typing, but they are small enough and/or infrequent enough to not obscure the underlying contents.

High Fail (65-75): (a) Contents show an inadequate and/or unclear, developed thought process, there is a clearly inappropriate tone or voice, and/or there is inadequate development in quality and/or length. (b) There are insufficient details to support the central statements of the paper. (c) The thesis, topics, and/or sections of the paper are unclear and/or illogical. (d) Paragraphs are of insufficient length and/or developed in a confusing or inadequate manner. (e) Mechanics—grammatical usage, punctuation, sentence structure, and typing—are unacceptable.

Fail (<65): (a) Contents do not show a clear, developed thought process, there is a very inappropriate tone and voice, and/or there is an obviously insufficient development in quality and/or length. (b) Important details are missing that support the central statements of the paper. (c) The thesis, topics, and/or sections of the paper are unclear and/or illogical. (d) Paragraphs are of insufficient length and/or developed in a confusing or inadequate manner. (e) There are so many or such significant error in grammatical usage, punctuation, sentence structure, and/or typing that the paper is difficult or impossible to read in many or most places.
Some Style Tips:
Use active voice. Vary sentence length. Avoid “weak verbs” (“to be”) where possible. Avoid the words “stuff” and “thing,” and minimize or avoid versions thereof (something, anything). These are words we use when we don’t know what to say. Find the best language.