

UEP 250 Foundations of Public Policy and Planning

Department of Urban and Environmental Policy and Planning
Tufts University
Fall 2008
Monday and Wednesday 10:30 – 11:45 a.m.

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Course Description and Objectives

This course provides a critical overview of the basic elements of planning and public policy formation and application, involving a range of environmental and social policy issues. Materials are aimed to give students an introductory understanding of key spatial and non-spatial issues and challenges in planning and public policy. Select issues are utilized in each area to emphasize major ideas and debates regarding planning and public policy. Additionally, the materials and presentations are aimed to help students understand how planning and public policy are both distinct, and overlapping. The course is organized into three sections: *Concepts, Contexts, and Key Issues; Interplay Between Planning, Environment, and Social Welfare; and Influencing and Implementing Public Policy: Select Issues.*

Required Texts

Scott Campbell and Susan S. Fainstein. (2003). *Readings in Planning Theory*. Malden, MA: Blackwell Publishing.

Deborah Stone. (2002). *Policy Paradox: The Art of Political Decision Making*. Revised Edition. New York: W.W. Norton and Company.

The required supplementary reader is available for purchase at Gnomon Copy, located behind campus at 348 Boston Ave. Gnomon Copy is open Monday – Friday from 8:00 a.m. to 5:00 p.m. Gnomon Copy can be reached at (781) 391-6666.

Class Organization and Activities

The course uses required readings, lectures, guest presentations, and small group discussion in order to provide students with a range of 'windows' by which to examine, analyze, and understand essential planning and policy dynamics and elements.

As early as possible, we want to help you to articulate your own policy/planning area of interest as this will feature strongly in your assignments. You should declare your policy/planning area of interest to the TAs by September 12th. While we have selected topics germane to the course objectives, students will have opportunities to suggest other topics for further, in-depth small group discussions throughout the semester.

Please check Blackboard weekly for announcements. Tufts' Blackboard can be found at <http://crs.ase.tufts.edu>. Please note as well that many of the readings are posted on Blackboard. This reduces the paper used and the purchase price of the reader.

Course Requirements and Assessment

Your grade will be based on classroom participation and an indication that required readings assignments have been completed; an interview essay with a 'practitioner' on a topic or issue related to the course; a 'journalistic' account of a community or government meeting involving public discussion of a topic related to the course, a policy memo describing a planning or policy issue in the environmental or social welfare fields, and a portfolio and poster.

Pre-Assignment: Declare your policy/planning area of interest by September 12th

Small Group Discussion Groups:

Each student will be required to participate in at least one informal small group discussion session, led by the class TAs during their regularly scheduled office hours. The topics and formats for each discussion group will be announced by the TAs weekly. Students will have an opportunity to sign up for the session(s) that interest them on a first-come, first serve basis.

Assignment #1 (10%): Interview report – Due Sept. 26th; 3-4 double-spaced pages

The major goal of this assignment is to give you some experience articulating questions related to planning and public policy. It is an opportunity to talk with someone who has experience in your policy/planning area of interest. To do this, you will need to find a cooperative second-year UEP student (TAs will assist) and ask for about 15 minutes of her/his time. Your job is to learn as much as you can about her/his experiences with their policy/planning interest last year and to seek their help.

Your written assignment should include a brief description of your preliminary topic your policy/planning area of interest, how your ideas about it changed (or didn't change) as a result of the interview, and what major insights or lessons the second-year student gave you about this interest area. Also, please include the name of the second-year UEP student and the questions you asked. A final paragraph should provide a summary statement. The paper can be structured in a question-and-answer format, if desired.

Assignment #2 (20%): Journalistic account of public meeting – Due by Oct. 17th; 4-5 double-spaced pages

This assignment will require that you attend a community or government meeting focusing on an issue or concern. This assignment should be completed in October. The meetings can include Board of Selectmen/Aldermen/City Council meetings; Planning Board or Zoning meetings; Historic Preservation Commission meetings, or community meetings organized by neighborhood groups. However, we strongly recommend that you attend a meeting in your area of interest/policy concern. The TAs will put a list of local meetings, together with dates, on Blackboard. The journalistic account should include information about what happened during the meeting; analysis of one key issue that was discussed, and whether the issue deals with spatial or non-spatial concerns; and the account must reference *at least two* of the required course readings. Some of the papers will be selected for presentation to the class.

Assignment #3 (20%): Policy/Planning memo Due November 7. 4-5 double-spaced pages.

The purpose of the policy/planning memo is to communicate persuasively on a particular issue, with solid analysis of the issue and concrete recommendations for change. You should select an issue on which you feel strongly, but this must NOT be an issue directly related to your portfolio topic. Your analysis should include a definition of the "problem/situation", an overview of the range of policy/planning responses proposed and the intellectual or theoretical basis of such; a discussion of any key policy/planning or research questions that remain unanswered; and your own assessment of the policy/planning issue or problem. The policy memo should integrate readings completed in class and also incorporate information from at least two further readings about the issue.

Remember that your goal is to persuade someone in a position of power to not only embrace your point of view, but also translate it into some sort of concrete action. Accordingly, your memo should take into consideration:

- the frame of reference of the person you are seeking to persuade, taking into account
 - the person's position in government, and
 - the person's political leanings (if you know them);

- the stakeholders to whom this person is accountable;
- the underlying policy goals that you wish to achieve;
- the specific measures you would like to see adopted; and
- any information that would be particularly important in making a decision on these measures, such as
 - the success or failure of past programs, and
 - the impact of action – or inaction – on individuals and communities.

Assignment #4 (40%): The portfolio and poster (Poster due in class December 8; analysis paper due December 10)

The major assignment of the semester involves your development of a Policy/Planning Portfolio. This represents a semester long tracking of your choice of a policy or planning topic. It is an opportunity for you to become informed and keep current, over a prolonged period, about an important policy/planning area. Your material will be affected by your choice of topic and scale. For instance, if your topic is global climate change, we expect you to use a considerable amount of international material. If it is welfare policy in Massachusetts, we expect you to use local, state and national materials.

The Portfolio should include: newspaper, book and journal article excerpts or quotations; documents (or excerpts) produced by government or non-government organizations and think-tanks; and data from databases. At the end of the semester, you are to hand in your completed portfolio of information, including a 15 page, double spaced, analysis of your planning/policy topic. This analysis should include a definition of the “problem/situation” your area addresses, a literature review, a discussion of what’s being/been/might be done to deal with the problem/situation, the overlaps with other policy/planning domains, your insights on policy/planning approaches that could be a solution, your assessment of the quality of the materials you were able to gather, and your evolving understanding of your domain over time and how your perspective may have changed with your data. We expect you to use several class readings to develop your analysis. The analysis should be carefully documented and your citations should use the Chicago Manual of Style (you may use either the author date system or you may use end notes). Your reference and bibliography pages will not count toward the 15 page upper limit for this assignment.

Your sessions with Regina Raboin, Librarian, and Melanie St. James, Senior Interactive Media Designer, will be of great assistance to you. On December 8th you will have the opportunity to present your work in a poster format so that the rest of the class and well as the UEP community can learn about your topic. This is not a prepared presentation, but a poster that allows others to learn about your topic and an opportunity for them to ask you questions. The completed portfolio and poster are due on December 10th.

Classroom Participation (10%)

Course Schedule and Readings

SECTION 1: CONCEPTS, CONTEXTS, AND KEY ISSUES

Class 1 Wed. Sept. 3: Student and faculty introductions; course organization, goals, and requirements (Rubin and Rappaport)

Readings:

Scott Campbell and Susan S. Fainstein (2003). "Introduction: The Structure and Debates of Planning Theory." In *Readings in Planning Theory*. pp. 1-16.

Deborah Stone, "The Market and the Polis," In *Policy Paradox*, pp. 17-34.

Carl V. Patton and David S. Sawicki (1993). *Basic Methods of Policy Analysis and Planning*, Chapter 1, "The Need for Simple Methods of Policy Analysis and Planning," pp. 1-20.

Jane Jacobs (1961). "The Uses of Neighborhoods." From *The Death and Life of Great American Cities*. Reprinted in *Readings in Planning Theory*, pp. 61-74.

Class 2 Mon. Sept. 8: Public Policy and Policy Analysis (Rappaport)

Readings:

Thomas R. Dye (1998). Chapter 1, "Policy Analysis" and Chapter 2, "Models of Politics." In *Understanding Public Policy* Upper Saddle River, NJ: Simon and Schuster. pp. 1-38.

Frank Fischer (1995). Chapter 1, "Public Policy Analysis as Practical Deliberation: Integrating Empirical and Normative Evaluation." In *Evaluating Public Policy*. Chicago: Nelson-Hall Publishers. pp. 1-24.

Beryl A. Radin (1997). "Presidential Address: The Evolution of the Policy Analysis Field: From Conversation to Conversation." Journal of Policy Analysis and Management, Vol. 16, no. 2, pp. 204-218. AVAILABLE ON BLACKBOARD

DECLARE POLICY/PLANNING AREA OF INTEREST BY SEPT 12

Class 3 Mon. Sept. 10: Justification for Public Policy and Planning: Key Issues (Rubin)

Readings:

Richard E. Klosterman (1985). "Arguments For and Against Planning." In *Readings in Planning Theory*. pp. 86-101.

Policy Paradox, Chapters 2-5; "Equity," "Efficiency," "Security," "Liberty." pp. 39-130.

Michael P. Brooks (2002). Chapter 4, "Rationales for Public Planning." In *Planning Theory for Practitioners*. Chicago: American Planning Association. pp. 50-61.

Class 4 Wed. Sept. 15: What is Planning Today? (Guest Lecture: Inés Palmarin, BRA Senior Planner II)

Readings:

Michael P. Brooks (2002). Chapter 3, "Running the Gauntlet of Planning Critics." In Brooks, *Planning Theory for Practitioners*. Chicago: American Planning Association. pp. 35-49.

John Friedmann (1989). "Planning in the Public Domain: Discourse and Praxis." In *Classic Readings in Urban Planning*, Jay M. Stein, ed., New York: McGraw Hill, 1995, pp. 74-79.

Susan S. Fainstein (2000). "New Directions in Planning Theory." In *Readings in Planning Theory*. pp. 173-195.

Stephen M. Wheeler, "Planning for Metropolitan Sustainability", *Journal of Planning Education and Research*, Vol. 20, pp. 133-145 (2000).

Class 5 Wed. Sept. 17: Framing a Public Problem and Causal Stories (Rappaport)

Readings:

Policy Paradox, Chapter 8, "Causes," pp. 188-209.

John A. Hannigan (1995). "The Social Construction of Environmental Problems." In *Environmental Sociology*. London: Routledge. pp. 32-57.

Dietz, T (2003). "What is a Good Decision? Criteria for Environmental Decision Making." *Human Ecology Forum* Vol. 10. No 1 pp. 33-39. **AVAILABLE ON BLACKBOARD** or at www.humanecologyreview.org/pastissues/her101/101dietz.pdf

SECTION 2: STRUCTURES AND STAKEHOLDERS

Class 6 Mon. Sept 22 Governmental Structures and Policymaking (Rubin) (readings tentative)

Charles R. Shipman, "Congress and the Bureaucracy" in Paul J. Quirk & Sara A. Binders, eds., *The Legislative Branch*. New York, NY: Oxford University Press (2005), pp. 432-458

Leon E. Pancetta, "Politics of the Federal Budget Process," in James E. Thurber, Ed., *Rivals for Power: Presidential-Congressional Relations*. Lanham, MD: Rowman & Littlefield Publishers, Inc. (2006).

Diana Evans, "Accelerating Implementation: The Traffic Alert and Collision Avoidance System," in Robert S. Gilmour & Alexis A. Halley, Eds., *Who Makes Public Policy? The Struggle for Control Between Congress and the Executive*. Chatham, NJ: Chatham House Publishers (1994).

"Overview of the Massachusetts legislature and how to affect it." In *Lobbying on a Shoestring*. pp. 21-39.

Class 7: Wed. Sept. 24 Setting the Policy Agenda (Rubin)

Readings:

Roger W. Cobb and Charles D. Elder (1995). "Issues and Agendas" and John W. Kingdon. "Agenda Setting." In Stella Z. Theodoulou and Matthew A. Cahn (eds.), *Public Policy: The Essential Readings*. Englewood, NJ: Prentice Hall. pp. 96-113.

Carl V. Patton and David S. Sawicki (1993). *Basic Methods of Policy Analysis and Planning*. Chapter 6, "Identifying Alternatives." pp. 227-256.

Gary Mucciaroni & Paul J. Quirk, *Deliberative Choices: Debating Public Policy in Congress*. Chicago, IL: University of Chicago Press (2006) – ch. 1, pp. 21-44

Cynthia M. Lopez & Michael R. Reich, "Agenda Denial & Water Access in Texas Colonias," in Roger W. Cobb & Marc Howard Ross, *Cultural Strategies of Agenda Denial: Avoidance, Attack & Redefinition*. Lawrence, KS: University Press of Kansas (1997), pp. 158-179

Christopher Sherman, Associated Press, "Millions of Dollars to Improve Immigrant Neighborhoods Along the Mexican Border Go Unspent," *Boston Globe*, July 18, 2008, available on-line at http://www.boston.com/news/nation/articles/2008/07/18/millions_for_aid_in_texas_go_unspent/

INTERVIEW REPORT DUE BY SEPT 26

Class 8: Mon. Sept. 29 Public Policy and the For Profit Sector (Rappaport)

Readings:

Kim Moody (2007) *From Welfare State to Real Estate: Regime change in New York City, 1974 to the present*. New Press.

Dorothy Holland et al. 2007. *Local Democracy Under Siege: Activism, Public Interests, and Private Politics*. New York Univ. Press.

Class 9: Wed. Oct. 1 Public Policy and the Not for Profit Sector (Prof. Susan Ostrander)

Readings:

Pablo Eisenberg, "Looking Ahead: What is the Future for the NonProfit World?" in S. Palmer, Ed, *Challenges for NonProfits and Philanthropy: The Courage to Change: Three Decades of Reflections by Pablo Eisenberg*. Hanover, NH: University Press of New England (2005), pp. 228-239.

Lester M. Salamon & Helmut K. Anheir, "The Third Route: Government-Nonprofit Collaboration in Germany and the United States," in Walter W. Powell and Elisabeth S. Clemens, Eds., *Private Action and the Public Good*. New Haven, CT: Yale University Press (1998) pp. 151-162.

Gronberg & Salamon. "Devolution, Marketization, and the Changing Shape of Government-Nonprofit Relations", in Lester M. Salamon, Ed., *The State of Nonprofit America*. Washington D.C.: Brookings Institution Press (2002) pp. 447-470.

Prior to class, please browse statistics regarding non-profit activity, available on-line at <http://nccsdataweb.urban.org/statistics/index.cfm>

Class 10: Mon. Oct. 6 Citizen Participation and Planning (Rappaport)

Readings:

Sherry R. Arnstein (1969). "A Ladder of Citizen Participation." *Journal of the American Institute of Planners*, Vol. 35, No. 3, pp. 216-224.

Norman Krumholz (1999). "Equitable Approaches to Local Economic Development." In *Readings in Planning Theory*. pp. 224-236.

Patsy Healey (1996). "The Communicative Turn in Planning Theory and its Implications for Spatial Strategy Formation." In *Readings in Planning Theory*. pp. 237-258.

Paul Davidoff (1965). "Advocacy and Pluralism in Planning." In *Readings in Planning Theory*. pp. 210-223.

R. J. Burby (2003). "Making Plans that Matter: Citizen Involvement and

Government Action." *APA Journal*, Vol. 69, No. 1, pp 33-49.

Class 11: Wed. Oct. 8 Interest Groups (Guest Lecture)

READINGS TBA

NO CLASS MON. OCTOBER 13 – COLUMBUS DAY HOLIDAY

SECTION 3: RESEARCH AND EVALUATION

Class 12 : Wed. Oct. 15 Research, Bias, and Policy Analysis (Prof. Shelly Krimsky)

Readings:

M.E. Hawkesworth (1988). Chapter 9, "Science, Scientism and Democracy," in *Theoretical Issues in Policy Analysis*. Albany, NY: SUNY Press. pp. 184-195.

E.E. Schattschneider (1960). *The Semi-Sovereign People*. New York: Holt, Rinehart and Winston. pp. 60-75; 126-139.

S. Krimsky. (2003). 'A Question of Bias' in "*Science in the Private Interest*."

NOTE: REGULAR CLASS ON 10/15 TO BE FOLLOWED BY 45-MINUTE ADDITIONAL SESSION ON "DESIGN PRINCIPLES FOR PUBLIC PRESENTATIONS" LED BY MELANIE ST. JAMES

JOURNALISTIC ACCOUNT OF PUBLIC MEETING DUE BY OCT. 17

Class 13: Mon., Oct. 20 Research in Planning and Policy Analysis I (Regina Raboin, Librarian) and Hands-On Session – Using Technology in Designing Public Presentations (Melanie St. James, Senior Interactive Media Designer)

Library for group #1; design for group #2

Class 14 : Wed. Oct. 22 Research in Planning and Policy Analysis II (Regina Raboin, Librarian) and Hands-On Session – Using Technology in Designing Public Presentations (Melanie St. James, Senior Interactive Media Designer)

Library for group #2; design for group #1

Class 15: Mon. Oct. 27 Evaluation and Public Policy (Rappaport)

Readings:

Jacobs, F., & Kapuscik, J. (2000). *Making It Count: Evaluating Family Preservation Programs*. Medford, MA: Tufts University, 3 - 12.

Rossi, R.H.; Lipsey, M.W.; & Freeman, H.E. (2004). *Evaluation: A Systematic Approach*, (Seventh Edition). Thousand Oaks, CA: Sage Publications, 31 - 65.

SECTION 4: INTERPLAY BETWEEN PLANNING, ENVIRONMENT, AND SOCIAL WELFARE

Class 16: Wed. Oct. 29 Public Policy and Social Welfare (Rubin)

Readings:

J.D. Donahue (1999). *The Devolution Revolution*. New York: The Century Foundation Press pp. 23-42

B. Thornton Dill, et al (2002). "Race, Family Values and Welfare Reform." In Kushnick and Jennings, *A New Introduction to Poverty: Role of Race, Power, and Politics*. New York: NYU Press. pp 263-286.

Sanford F. Schram and Joe Soss, "Success Stories: Welfare Reform, Policy Discourse and the Politics of Research," *The Annals of the American Academy of Political and Social Sciences*, Volume 577, pp. 49- 65_ (September 2001).

Joan Acker and Sandra Morgan, "The Impact of Welfare Restructuring on Economic and Family Wellbeing," in *Work, Welfare and Politics: Confronting Poverty in the Wake of Welfare Reform*. Eugene, OR: University of Oregon Press (2002), pp. 243-257.

Urban Institute, "Fact Sheet: A Decade of Welfare Reform Facts and Figures - Assessing The New Federalism." June, 2006, available on-line at http://www.urban.org/UploadedPDF/900980_welfarereform.pdf.

Class 17: Mon. Nov. 3 The Sustainability Challenge (Rappaport)

Readings:

Lamont Hempel (1999). "Conceptual and Analytical Challenges in Building Sustainable Communities." In Daniel Mazmanian and Michael Kraft (eds.) *Toward Sustainable Communities*. Cambridge: MIT Press. pp. 43-74.

Scott Campbell (1996). "Green Cities, Growing Cities, Just Cities? Urban Planning and the Contradictions of Sustainable Development." In *Readings in Planning Theory*. pp. 435-458.

American Planning Association (2000). "Policy Guide on Planning for Sustainability." pp. 1-18.

Holly Sklar (1999). "Creating a Sustainable Urban Village: The Dudley Street Neighborhood Initiative" *Orion*, Vol.15, No.4, Autumn, 1996. pp. 28-38.

Class 18: Wed. Nov. 5 Foundations and Field Projects (Rusty Russell and Rachel Bratt)

Readings TBA

MEMO ASSIGNMENT DUE NOV. 7

Class 19: Mon. Nov. 10 Land Use I: Ownership, Regulatory, and Legal Issues (Rubin)

Readings:

Oregon Department of Land Conservation and Development, "An Introductory Guide to Land Use Planning for Small Cities and Counties in Oregon," January, 2007, available on-line at <http://law.wustl.edu/landuselaw/>. (OPTIONAL)

Eric Damian Kelly, *Managing Community Growth*. Westport, CT: Praeger Publishers (2004). Chapter 2, "Growth Management in Context," pp. 7-25.

Eric Damian Kelly and Barbara Becker, *Community Planning: An Introduction to the Comprehensive Plan*. Washington, D.C.: Island Press (2000). Chapter 6, "How Do We Plan for Future Land Use?" pp. 133-144.

Robert F. Liberty, Abolishing Exclusionary Zoning: A Natural Policy Alliance for Environmentalists and Affordable Housing Advocates, in *Boston College Journal of Environmental Affairs*, Vol. 30, No. 3, pp. 581-604, available at http://www.bc.edu/schools/law/lawreviews/meta-elements/journals/bcealr/30_3/07_FMS.htm

Class 20: Wed. Nov. 12 Race, Class & Community (Prof. James Jennings)

Readings:

Peggy McIntosh (1989). "White Privilege: Unpacking the Invisible Knapsack." *Peace and Freedom*, July/August. pp. 10-12. **AVAILABLE ON BLACKBOARD**

Dolores Hayden (1984). "Nurturing, Home, Mom, and Apple Pie." In *Readings in Planning Theory*, pp. 376-400.

E. Blumenberg (2004). "En-gendering Effective Planning" *APA Journal*. Vol. 70, No. 3 (Summer), pp 269-281 **AVAILABLE ON BLACKBOARD**

Class 21: Mon. Nov. 17 Land Use II: Case Study – New Orleans (Rubin)

Readings:

Kennedy School of Government, Case Studies in Public Policy and Management, "Plans versus Politics: New Orleans after Katrina", Reference No. 1862.0, and "Plans versus Politics: New Orleans after Katrina, Sequel", Reference No. 1862.1.

Excerpts from Unified New Orleans Plan: Citywide Strategic Recovery and Rebuilding Plan, April, 2007, available on-line at <http://www.unifiedneworleansplan.com/uploads/UNOP-FINAL-PLAN-April-2007-15744.pdf>. ALL STUDENTS: Preface, p. 8; Section 1, Introduction, pp. 9-20; Section 2 – Recovery Assessment, pp. 21-34 and 40-49; Section 3 – Citywide Recovery Framework, pp. 50-68; EXCERPTS FROM SECTIONS 4-6 TO BE ASSIGNED BY GROUP.

Class 22: Wed. Nov. 19 Environmental Justice and Planning (Prof. Julian Agyeman)

Readings:

Conservation Law Foundation (1998). *City routes, city rights: Building livable neighborhoods and environmental justice by fixing transportation*. Chapters 1 and 2. Boston. Conservation Law Foundation.

National Academy of Public Administration (2003). *Addressing Community Concerns: How Environmental Justice Relates to Land Use Planning and Zoning*. Chapter 3. **AVAILABLE ON BLACKBOARD**

Environmental Justice Resource Center (1999). Executive Summary. *Sprawl Atlanta: Social Equity Dimensions of Uneven Growth and Development* <http://www.ejrc.cau.edu/spratllexsum.html>

Congressional Black Caucus Foundation Inc. (2004). *African Americans and Climate Change: An Unequal Burden*. Washington D.C. CBCF. **AVAILABLE ON BLACKBOARD** (Read at least Executive Summary)

Class 23: Mon. Nov. 24 Poverty, Homelessness and Public Policy (Rubin)

Readings:

J. Jennings, *Understanding the Nature of Poverty in Urban America*. Westport, CT: Praeger Publishers (1994), Chapter IV: "What Are the Major Explanations for Persistent Poverty in the United States?" pp. 79-107.

James D. Wright, Beth A. Rubin and Joel A. Devine, *Beside the Golden Door: Policy, Politics and the Homeless*. New York, NY: Walter de Gruyter, Inc. (1998), pp. 1-37.

Rob Rosenthal and Maria Foscarinis, "Responses to Homelessness: Past Policies, Future Directions and Right to Housing" in R. Bratt, M. Stone & C. Hartman, Eds., *A Right to Housing: Foundation for a New Social Agenda*. Philadelphia, PA: Temple University Press (2006), pp. 316-339.

Dennis Culhane and Stephen Metraux, "Rearranging the Deck Chairs or Reallocating the Life Boats? Homelessness Assistance and Its Alternatives." *Journal of the American Planning Association*, Vol. 74, No. 1 (Winter, 2008), pp. 111 – 121, available on-line at http://works.bepress.com/cgi/viewcontent.cgi?article=1050&context=dennis_culhane.

Nathan Thornburgh, "Defining 'Homelessness Down,'" *Time Magazine*, Wednesday, July 30, 2008, available on-line at <http://www.time.com/time/nation/article/0,8599,1827876,00.html?iid=sphere-inline-sidebar>.

NO CLASS WEDNESDAY NOV. 26 – THANKSGIVING HOLIDAY

SECTION 5: INFLUENCING AND IMPLEMENTING PUBLIC POLICY: SELECT ISSUES

Class 24 Mon. Dec. 1: Communication and the Role of the Media (Rappaport)

Readings:

John Hanningan (1995). "News Media and Environmental Communication." In *Environmental Sociology*. London: Routledge. pp. 58-75.

Alison Anderson (1997). "Pressure Politics and the News Media and "News Production." In *Media, Culture and the Environment*. New Jersey: Rutgers University Press. pp. 17-73.

David Brindle (1999). "Media Coverage of Social Policy: A Journalist's Perspective."

In Bob Franklin (ed.) *Social Policy, The Media and Representation*. London: Routledge. pp. 39-50.

Class 25: Wed. Dec. 3: Policy Implementation (Guest speaker TBA)

Readings TBA

Class 26: Mon. Dec. 8 Poster session for Portfolio Projects

PORTFOLIO ASSIGNMENT DUE BY 5:00 P.M. DEC 10