

GENED 1092: AMERICAN SOCIETY AND PUBLIC POLICY

General Education category: Histories, Societies, Individuals

Instructors: Theda Skocpol (Government) and Mary Waters (Sociology)

Fall 2020, Mondays and Wednesdays, 1:30-2:45pm

All course meetings to be held online via Zoom link from course website.

<https://canvas.harvard.edu/courses/77518>

In a period of contentious politics, Americans are debating fundamental issues about economic wellbeing and social justice. How can the nation expand opportunity and security for workers and families following years of rising socioeconomic inequalities and shifts in the relationship of families to work? How do we regulate immigration and citizenship and cope with surges in refugees and asylum seekers? How have ongoing partisan polarization and rising economic inequalities influenced U.S. responses to the current COVID-19 pandemic and the accompanying economic crisis? Controversies in these areas are bitter and persistent, and this course will introduce students to the ways the United States has dealt with each of set of challenges.

“American Society and Public Policy” starts with an overview of major societal trends in inequality in the United States and then explores transformations in electoral and party politics, civic participation, and social movements. With these contexts specified, subsequent course modules focus on U.S. social programs, responses to the COVID pandemic, and developments in U.S. immigration policies. Taught by an interdisciplinary team, the course synthesizes several kinds of data and features excellent scholarship using various research approaches – including demography, social surveys, interviews, organizational analyses, and ethnographic observations. Sociological approaches are enriched by evidence about institutional arrangements and organized groups in politics. The course shows how present-day policy dilemmas and choices are shaped by previous accomplishments and shortfalls and reveals the ways in which debates are skewed by power differentials in society and in the governing process.

Students who take this course will have more to say and think about when they read a news article or hear about a policy debate on television or on the internet. The course illuminates U.S. policies about social welfare, health care, citizenship, and immigration, linking past successes and failures to current controversies – including those playing out in the November 2020 election – offering a deep understanding of the issues and values at stake. In section discussions and written assignments, students will also have opportunities to make real-world arguments, along with demonstrating mastery of course materials.

GENED 1092: AMERICAN SOCIETY AND PUBLIC POLICY, FALL 2020

TEACHING STAFF

Instructors:

Theda Skocpol
skocpol@fas.harvard.edu

CGIS Knafel K416

617-496-0966 office (voicemail only)

Office Hours: Email Skocpol or Peck for appointment.

Assistant: Mary Abigail Peck (Abby)

peck@wjh.harvard.edu

CGIS Knafel K418

617-496-0966 office (voicemail only)

Mary C. Waters
mcw@wjh.harvard.edu

William James Hall 540

617-495-3947 office (voicemail only)

Office Hours: TBD and by appointment (email Waters or Viator).

Assistant: Jess Viator

jviator@fas.harvard.edu

William James Hall 568

617-495-4833 office (voicemail only)

Teaching Fellows:

Elizabeth Thom, Head Teaching Fellow

ethom@g.harvard.edu

Office Hours: [Mondays 3:00-5:00pm](#) (Zoom link) or by appointment.

Aaron Fernandez, Teaching Fellow

aaronfernandez@g.harvard.edu

Office Hours: Thursdays 12:45-2:45pm or by appointment. Sign up on canvas.

Tyler Woods, Teaching Fellow

twoods@g.harvard.edu

Office Hours: [Wednesdays 3:00-5:00pm](#) (Zoom link) or by appointment.

Brianna Castro, Remote Support Teaching Fellow (RSTF)

briannacastro@g.harvard.edu

Office Hours: TBD

COURSE STRUCTURE AND REQUIREMENTS

Students must achieve passing grades in all components of the course to achieve a passing grade overall. Lectures, section discussions, and readings will ordinarily cover somewhat different themes and materials -- and students are responsible for completing and showing mastery in all phases of the course. In other words, skipping sections or omitting assignments is not an option; such omissions cannot be redeemed by high grades in other class components.

Course Meetings. GenEd 1092 includes two lectures per week on Mondays and Wednesdays at 1:30-2:45pm plus a weekly section discussion at a time to be scheduled on Wednesday, Thursday, or Friday. Students are required to attend lectures and sections and participate actively, and 15% of the final grade is based on section participation. Although [PowerPoint summaries of lectures, and various figures and tables](#) will be available on the course website after the lectures, personal attendance at all lectures in real time is required. **Some lectures will start with short quizzes about the previous week's readings and section discussions. Quiz results will be graded and will count for 5% of the final grade.**

Four Short Writing Assignments. Requirements include two short individual and two short collaborative writing assignments, to be submitted to the course website, each of which will count for 15% of the final grade (60% total). Detailed instructions for each assignment will be posted on the course website. Here is an overview.

- **Short Writing Assignment No. 1, due by 5:00pm on Sunday, September 20 [new due date, was originally Fri 9/18].** This assignment has two parts, the first part is individual, and the second part is collaborative. First, analyze the socioeconomic characteristics of your neighborhood and how much opportunity it offers to children growing up there. Second, compare your neighborhood with others on your team. [Full instructions on course website.](#)
- **Short Writing Assignment No. 2 (two due dates).** This assignment has two parts, a blog post due **Tuesday, October 6**, and comments on two classmates' blog posts due **Sunday, October 11**. This assignment takes advantage of the 2020 Presidential election to relate course readings and lectures to debates in American politics. [Full instructions on course website.](#) *[link updated 9/23]*
- **Short Writing Assignment No. 3, due NEW: Saturday, October 31 ~~Wednesday, October 28.~~** *[updated 10/17, and again on 10/30]* Contrasting COVID responses in your neighborhood. Similar to assignment 1 but focusing on COVID response and the difference that local, state, and national policies make. This will also include an individual and collaborative component. [Full instructions on course website.](#)
- **Short Writing Assignment No. 4, due Monday, November 23.** Memo on immigration policy (individual assignment). [Full instructions on course website.](#)

Late assignments. Ordinarily, tardy assignments will lose one grade level for each day or fraction of a day in their delayed arrival. In other words, a B-plus assignment handed in two days late will receive the grade of B-minus. New deadlines are possible if

GENED 1092: AMERICAN SOCIETY AND PUBLIC POLICY, FALL 2020

a student misses a deadline due to properly documented illness or difficulties associated with the pandemic crisis.

ADDED 11/30:

NEW -- DUE TUE. 12/01 by 4:00pm EST: Submit a topic you'd like discussed during Wed 12/02 final lecture class session. [Full instructions on course website.](#)

Course Final Assignment. Sometime after the last class meeting but no later than Saturday, December 5, a final assignment will be posted on the course website. Course staff will notify students as soon as it has been posted. The completed final assignment must be submitted to the course website by 11:59pm on Friday, December 11. The final assignment will count for 20% of the final grade. ***Late final assignments will not be accepted,*** unless the student has a verified medical or emergency excuse.

There is NO three-hour final examination for this course. All coursework will be completed by Friday, December 11.

Course Collaboration Policy. Grades for the two collaborative short writing assignments will be assigned to all students in the group. For the two individual short writing assignments, the quizzes, and the course final assignment, each person is expected to present his or her own work. Discussion is always encouraged, but when doing individual work on writing assignments or exams, students should not exchange written outlines or texts. Work presented by an individual student must always properly cite quotations and indicate sources of evidence for each claim. Although materials beyond the course may be used, students are expected to master the course readings and cite parts of them where relevant.

GENED 1092: AMERICAN SOCIETY AND PUBLIC POLICY, FALL 2020

ACCESS TO READINGS *[UPDATED 9/21]*

All readings for this course are available online either directly or via HOLLIS. Links are provided in the Course Outline and Reading List (next section).

Accessing books and some book chapters online via HOLLIS. To facilitate remote learning during the pandemic, the Harvard Library has arranged for the below books, not ordinarily available in digital format, to be fully accessible online via HOLLIS. For some books, students are assigned to read the entire book and for other books, selected chapters are assigned (listed below). Note, depending on the agreement Harvard has made with the publisher, not all books may be completely downloadable or there may be a limit to how many users can access a book online via HOLLIS at one time.

Purchasing or renting books from the Harvard COOP. To avoid any unexpected constraints resulting from possible and varying limits to online access to books via HOLLIS, students may want to purchase or rent their own copies of assigned books. Print-format books (and non-HOLLIS digital versions if available) for GenEd 1092 will be available for purchase, as well as semester rental (with option to buy at semester's end), from the [Harvard COOP Textbooks Department](#). For fall 2020, the COOP offers free UPS Ground shipping for orders over \$49.00 to the continental U.S. Note, for Alaska, Hawaii, and international addresses, shipping fees apply. For rental returns at semester's end, the COOP provides a pre-paid shipping label. COOP book rental [FAQs](#).

Book chapters assigned for week of September 14:

- Jake Rosenfeld. *What Unions No Longer Do*. Cambridge, MA: Harvard University Press, 2014. Online access via [HOLLIS \(fixed link 9/15\)](#). READ CHAPTERS 1-7.
9/15 update -- If you have trouble accessing online, here is a pdf of Chapters 1-7.
[ROSENFELD.what-unions-no-longer-do.Chapters1-7.pdf](#)
- Jacob Hacker and Paul Pierson. *Winner-Take-All Politics: How Washington Made the Rich Richer -- and Turned Its Back on the Middle Class*. New York: Simon & Schuster, 2010. Online access via [HOLLIS record \(limited\)](#). READ CHAPTERS 1 AND 2.
9/21 update -- If you have trouble accessing online, here is a pdf of Chapters 1-2.
[Hacker-Pierson.Winner-Take-All Politics.Ch01-02.](#)

Book and book chapters assigned for week of September 28:

- Steven Levitsky and Daniel Ziblatt. *How Democracies Die*. New York: Crown Publishing, 2018. Online access via [HOLLIS record \(limited\)](#). READ ENTIRE BOOK.
9/21 update -- Online access to How Democracies Die via HOLLIS is limited to only 3 users at a time and no portion of the book is downloadable via HOLLIS. If you have not already obtained a print copy, links to purchase an e-book are on the publisher's book page at <https://www.penguinrandomhouse.com/books/562246/how-democracies-die-by-steven-levitsky-and-daniel-ziblatt/>. (Vendors: Amazon, Apple Books, Barnes & Noble, Books A Million, Google Play Store, Kobo.)
- Theda Skocpol and Caroline Tervo, eds. *Upending American Politics: Polarizing Parties, Ideological Elites, and Citizen Activists from the Tea Party to the Anti-Trump Resistance*. New York: Oxford University Press, 2020. Online access via [HOLLIS record \(unlimited\)](#). READ CHAPTERS 1, 4, 9 AND 13, AND SELECT ONE ADDITIONAL CHAPTER to read from among the state-focused chapters (2, 3, 5, 6, 7, 11, 12).

GENED 1092: AMERICAN SOCIETY AND PUBLIC POLICY, FALL 2020

Book assigned for week of October 5:

- Suzanne Mettler. *The Government-Citizen Disconnect*. New York: Russell Sage Foundation, 2018. Online access via [HOLLIS record](#) (unlimited). READ ENTIRE BOOK.

Book assigned for week of October 12:

- Kathryn J. Edin and H. Luke Shaefer. *\$2.00 a Day: Living on Almost Nothing in America*. Boston, MA and New York: Houghton Mifflin Harcourt, 2015. Online access via [HOLLIS record](#). READ ENTIRE BOOK.
9/21 update: Online access to \$2.00 a Day via HOLLIS is limited to only 3 users at a time and no portion of the book is downloadable via HOLLIS. If you have not already obtained a print copy, links to purchase an e-book are at the authors' book website: <http://www.twodollarsaday.com/>. Vendors: Amazon, Apple Books, Barnes & Noble, Books A Million, Kobo, Sony.

COURSE OUTLINE AND READING LIST

Course registration steps in my.harvard.edu:

Mon. 8/10, 12:00am: Crimson Cart opens.
Mon. 8/17, 12:00am: FAS course registration opens to allow enrolling in courses.
Tue. 8/18, 3:00pm Gen Ed 1092 Course Preview Session #1 (via Zoom).
Tue. 8/18, 3:30pm Gen Ed 1092 Course Preview Session #2 (via Zoom).
Fri. 8/21 Deadline for students to enter Gen Ed Lottery.
Mon. 8/24 Gen Ed lottery runs.
Tue. 8/25 Gen Ed lottery results released.
Wed. 8/26, 11:59pm: Course Registration Deadline.
Before Wed. 9/02: Meeting times for sections posted and students assigned to sections.
Note: Sections will begin meeting during the first week of classes.

UNIT I. SHIFTING INEQUALITIES IN AMERICAN SOCIETY

Lecture 1 (Wed. 9/02): Introduction to the Course (Skocpol and Waters)
Demographic Changes in the United States (Waters)

Discussion Sections: *Introductions first, then discuss neighborhood data on segregation and social mobility.*

Readings:

From Prof. Waters, 09/01: "I am making a change in the readings for the class. There are four articles assigned for this week. They all might be useful for your papers in the future, but for now the only article that you should read before section is the one by Craig, Rucker and Richeson. The other material will be covered this week and next in lecture and can be considered optional reading."

REQUIRED: Maureen A. Craig, Julian M. Rucker, and Jennifer Richeson. "[Racial and Political Dynamics of an Approaching 'Majority Minority' United States.](#)" *The Annals of the American Academy of Political and Social Science* 677 (May 2018): 204-214.

OPTIONAL: Bruce Western and Becky Pettit. "[Incarceration and Social Inequality.](#)" *Daedalus* 139(3) (Summer 2010): 8-19.

OPTIONAL: Douglas S. Massey. "[Residential Segregation is the Linchpin of Racial Stratification.](#)" *City and Community* 15(1) (March 2016): 4-7.

OPTIONAL: Sean F. Reardon and Kendra Bischoff. "[The Continuing Increase in Income Segregation, 2007-2012.](#)" Center for Education Policy Analysis, Stanford University, March 2016. cepa.stanford.edu.

GENED 1092: AMERICAN SOCIETY AND PUBLIC POLICY, FALL 2020

NO CLASS (Mon. 9/07): University Holiday: Labor Day.

Lecture 2 (Wed. 9/09): Income Inequality and Declining Social Mobility.
Neighborhoods. (Waters)

Discussion Sections: *Finding data on Social Explorer and understanding local social mobility.*

Readings:

Raj Chetty et al. "[The Fading American Dream: Trends in Absolute Income Mobility Since 1940.](#)" *Science* 356 (April 28, 2017): 398–406.

Raj Chetty et al. "[Executive Summary: The Fading American Dream: Trends in Absolute Income Mobility](#)" (opens pdf), December 2016. Posted, with full paper, at <https://opportunityinsights.org/paper/the-fading-american-dream/>.

Raj Chetty et al. "[Executive Summary: The Opportunity Atlas: Mapping the Childhood Roots of Social Mobility](#)" (opens pdf), January 2020. Posted, with full paper, at <https://opportunityinsights.org/paper/the-opportunity-atlas>.

[Note: Full paper originally published as: Raj Chetty et al. "The Opportunity Atlas: Mapping the Childhood Roots of Social Mobility." NBER Working Paper No. 25147, issued in October 2018, revised in February 2020.]

Richard V. Reeves. "[The Dangerous Separation of the American Upper Middle Class.](#)" *Social Mobility Papers* series, Brookings Institution, September 3, 2015. brookings.edu.

Martin Feldstein. "[Reducing Poverty, Not Inequality.](#)" *The Public Interest* 137 (Fall 1999): 33-41.

Lecture 3 (Mon. 9/14): Gender and Family Changes in the United States (Waters)

Lecture 4 (Wed. 9/16): Debates about the Causes and Consequences of Rising U.S. Economic Inequality (Skocpol)

Discussion Sections: *Why have economic inequalities increased, and does it matter?*

Readings:

Jake Rosenfeld. *What Unions No Longer Do*. Cambridge, MA: Harvard University Press, 2014. Online access via [HOLLIS \(fixed link 9/15\)](#). READ CHAPTERS 1-7.

9/15 update -- If you have trouble accessing online, here is a pdf of Chapters 1-7.

[ROSENFELD.what-unions-no-longer-do.Chapters1-7.pdf](#)

Jacob Hacker and Paul Pierson. *Winner-Take-All Politics: How Washington Made the Rich Richer -- and Turned Its Back on the Middle Class*. New York: Simon & Schuster, 2010. Online access via [HOLLIS record \(limited\)](#). READ CHAPTERS 1 AND 2.

9/21 update -- If you have trouble accessing online, here is a pdf of Chapters 1-2.

[Hacker-Pierson.Winner-Take-All Politics.Ch01-02.](#)

DUE Sun. 9/20 by 5:00pm: Short Writing Assignment No. 1. Instructions on website.
--

UNIT II. CHANGES IN AMERICAN DEMOCRACY

Lecture 5 (Mon. 9/21): From Membership to Management in American Civic Life (Skocpol)

Lecture 6 (Wed. 9/23): Voters, Movements, and Money in U.S. Elections (Skocpol)

Discussion Sections: *How have U.S. civic life and electoral democracy recently changed?*

Readings: *[UPDATED 9/21]*

Kay Lehman Schlozman, Henry E. Brady, and Sidney Verba. "[The Big Tilt: Participatory Inequality in America](#)." *The American Prospect* 8(32) (May-June 1997).

Kay Lehman Schlozman. "[Did Working Women Kill the PTA?](#)" *The American Prospect* 11(20) (September 2000).

Andrea L. Campbell. "[SSN Key Findings: How Social Security Encourages Older Americans to be Active Citizens](#)." Scholars Strategy Network (SSN), January 2012. scholars.org.

Zoltan Hajnal, Nazita Lajevardi, and Lindsay Nielson. "[Voter Identification Laws and the Suppression of Minority Votes](#)." *Journal of Politics* 79(2) (April 2017): 363-79.

~~[REMOVED 9/21] Theodore R. Johnson and Max Feldman. "[The New Voter Suppression](#)." Brennan Center for Social Justice, January 16, 2020. brennancenter.org.~~

[ADDED 9/21] Ian Millhiser. "[How the Supreme Court revived Jim Crow voter suppression tactics](#)." Transcript of interview with Professor Carol Anderson, Emory University. *Vox*, September 21, 2020. Recommended: [original podcast of interview](#) (one hour)..

Andrew Prokop. "[40 Charts That Explain Money in Politics](#)." *Vox*, July 13, 2014. vox.com.

Alexander Hertel-Fernandez, Theda Skocpol, and Jason Sclar. "[When Political Mega-Donors Join Forces: How the Koch Network and the Democracy Alliance Influence Organized U.S. Politics on the Right and Left](#)." *Studies in American Political Development* 32(2) (October 2018): 127-65.

GENED 1092: AMERICAN SOCIETY AND PUBLIC POLICY, FALL 2020

Lecture 7 (Mon. 9/28): From the Tea Party to the Anti-Trump Resistance and the Black Lives Matter Protests (Skocpol)

Lecture 8 (Wed. 9/30): The Future of American Democracy (Guest Lecturer)
E. J. DIONNE. *Senior Fellow, Brookings Institution. Visiting Professor in Religion and Political Culture, Harvard Divinity School.*

Discussion Sections: *Why is U.S. politics so polarized and can that change?*

Readings: *[UPDATED 9/21]*

Theda Skocpol and Caroline Tervo, eds. *Upending American Politics: Polarizing Parties, Ideological Elites, and Citizen Activists from the Tea Party to the Anti-Trump Resistance*. New York: Oxford University Press, 2020. Online access via [HOLLIS record \(unlimited\)](#). READ CHAPTERS 1, 4, 9 AND 13, AND SELECT ONE ADDITIONAL CHAPTER to read from among the state-focused chapters (2, 3, 5, 6, 7, 11, 12).

Arian Campo-Flores and Joshua Jamerson. "[Black Lives Matter's Years of Pressure Paved Way for Sudden Police Overhaul.](#)" *Wall Street Journal*, June 18, 2020.

Steven Levitsky and Daniel Ziblatt. *How Democracies Die*. New York: Crown Publishing, 2018. Online access via [HOLLIS record \(limited\)](#). READ ENTIRE BOOK.

9/21 update: Online access to How Democracies Die via HOLLIS is limited to only 3 users at a time and no portion of the book is downloadable via HOLLIS. If you have not already obtained a print copy, links to purchase an e-book are on the publisher's book page at <https://www.penguinrandomhouse.com/books/562246/how-democracies-die-by-steven-levitsky-and-daniel-ziblatt/>. (Vendors: Amazon, Apple Books, Barnes & Noble, Books A Million, Google Play Store, Kobo.)

ADDED 9/21 – E. J. Dionne, Jr. *Code Red: How Progressives and Moderates Can Unite to Save Our Country*. New York: St. Martin's Press, 2020. READ "[Introduction: The Opportunity We Dare Not Miss](#)" (pp. 1-18) and CHAPTER 10: "[Why Change Can't Wait](#)" (pp. 213-19).

ADDED 9/21 – E. J. Dionne, Jr. "[A realist's case against despair.](#)" Opinions, *Washington Post*, September 13, 2020. [\[pdf\]](#)

ADDED 9/21 (recommended) – Working Group on Universal Voting. "[Lift Every Voice: The Urgency of Universal Civic Duty Voting.](#)" Report from the [Working Group on Universal Voting](#) convened by The Brookings Institution and The Ash Center for Democratic Governance and Innovation, Harvard Kennedy School (co-chaired by E.J. Dionne, Jr., Brookings, and Miles Rapoport, Ash Center). Issued July 20, 2020.

ADDED 9/21 (recommended) – Prof. Dionne's latest opinion pieces in the Washington Post are at <https://www.washingtonpost.com/people/ej-dionne-jr/>.

ADDED 9/30 – E.J. Dionne, Jr. "[Trump's scorched-earth nihilism will cost him the presidency.](#)" Opinions, *Washington Post*, September 30, 2020. [\[pdf\]](#)

DUE TUE. 10/06 by 11:59pm: Part 1 of Short Writing Assignment No. 2. Instructions on website. <i>[link updated 9/23]</i>

UNIT III. U.S. SOCIAL POLICY: OPPORTUNITY, SECURITY, INEQUALITY

Lecture 9 (Mon. 10/05): The Development of U.S. Social Policies (Skocpol)

Lecture 10 (Wed. 10/07): Policy Responses to Poverty (Waters)

Discussion Sections: *How and why is the U.S. welfare state distinctive?*

Readings:

Christopher Howard. "[SSN Basic Facts: Tax Expenditures: What They Are and Who Benefits.](#)" Scholars Strategy Network (SSN), January 2012. scholars.org.

Suzanne Mettler. *The Government-Citizen Disconnect*. New York: Russell Sage Foundation, 2018. Online access via [HOLLIS record \(unlimited\)](#). READ ENTIRE BOOK.

Theda Skocpol. "[Universal Appeal: Politically Viable Policies to Combat Poverty.](#)" *The Brookings Review* 9(3) (Summer 1991): 28-33.

<p>DUE SUN. 10/11 by 11:59pm: Part 2 of Short Writing Assignment No. 2. Instructions on website. <i>[link updated 9/23]</i></p>
--

NO CLASS (Mon. 10/12): University Holiday: Indigenous Peoples' Day (City of Cambridge); Columbus Day (Federal).

Lecture 11 (Wed. 10/14): Conflicts about Health Reform and Supports for Working Families (Skocpol)

Discussion Sections: *Can U.S. social policies meet the needs of today's working families?*

Readings:

Kathryn J. Edin and H. Luke Shaefer. *\$2.00 a Day: Living on Almost Nothing in America*. Boston, MA and New York: Houghton Mifflin Harcourt, 2015. Online access via [HOLLIS record](#). READ ENTIRE BOOK.

9/21 update: Online access to \$2.00 a Day via HOLLIS is limited to only 3 users at a time and no portion of the book is downloadable via HOLLIS. If you have not already obtained a print copy, links to purchase an e-book are at the authors' book website: <http://www.twodollarsaday.com/>. Vendors: Amazon, Apple Books, Barnes & Noble, Books A Million, Kobo, Sony.

Anne-Marie Slaughter. "[Why Women Still Can't Have it All.](#)" *The Atlantic*, July-August 2012.

Ruth Milkman and Eileen Appelbaum. "[SSN Basic Facts: Paid Family Leave in California and New Jersey: The Benefits for Working Families and Employers.](#)" Scholars Strategy Network (SSN), March 2012. scholars.org.

Ruth Milkman and Eileen Appelbaum. "[SSN Key Findings: Low-Wage Workers and Paid Family Leave: The California Experience.](#)" Scholars Strategy Network (SSN), March 2012. scholars.org.

UNIT IV. THE UNITED STATES AND THE COVID PANDEMIC CRISIS

Lecture 12 (Mon. 10/19): Introduction to COVID (Waters)

Lecture 13 (Wed. 10/21): The Covid-19 Pandemic in Perspective (Guest Lecturer)
ALLAN BRANDT. *Professor of the History of Science and Amalie Moses Kass Professor of the History of Medicine at Harvard.*

Discussion Sections: *How is the current pandemic similar or different from previous pandemics?*

Readings:

Charles E. Rosenberg. "[What Is an Epidemic? AIDS in Historical Perspective.](#)" *Daedalus* 118(2) (Spring 1989): 1-17.

Nancy Tomes. "['Destroyer and Teacher': Managing the Masses During the 1918–1919 Influenza Pandemic.](#)" *Public Health Reports* 125 (Supplement 3) (April 2010): 48-62.

Ed Yong. "[How the Pandemic Defeated America.](#)" *The Atlantic*, September 2020. *[Added 9/15]*

<p>DUE WED. 10/28 SAT 10/31 (2nd new due date)-by 11:59pm: Short Writing Assignment No. 3. Instructions on website. <i>[updated 10/17 and again on 10/30]</i></p>

Lecture 14 (Mon. 10/26): Making Sense of U.S. COVID Responses (Skocpol)

Lecture 15 (Wed. 10/28): The Pandemic and America's Economic Future (Guest Lecturer) *[new date, was originally on 11/02]*
JASON FURMAN. *Professor of the Practice of Economic Policy, Harvard Kennedy School.*

Discussion Sections: *Why has the United States (and particular parts of it) struggled to limit COVID cases and deaths?*

Readings: *[updated on 10/13]*

George Packer. "[Underlying Conditions: We Are Living in a Failed State.](#)" *The Atlantic*, June 2020.

Hanna Kreuger and Zoe Greenberg. "[How an Intimate Wedding in Rural Maine Led to the State's Largest COVID-19 Outbreak.](#)" *Boston Globe*, August 29, 2020. *[Added 9/02]*

Zoe Greenberg. "['I Want the People of God to Enjoy Liberty': Pastor at Maine Super-Spreader Wedding Gives Defiant Indoor Sermon.](#)" *Boston Globe*, August 31, 2020. [Follow-up article by Zoe Greenberg] *[Added 9/02]*

Jose F. Figueroa, et al. "[Community-Level Factors Associated With Racial and Ethnic Disparities in COVID-19 Rates in Massachusetts.](#)" *Health Affairs*, preprint August 27, 2020. *[Added 9/02]*

GENED 1092: AMERICAN SOCIETY AND PUBLIC POLICY, FALL 2020

Lauren Bauer, et al. “[Ten Facts about COVID-19 and the U.S. Economy](#)” (pdf). Report by the Hamilton Project, www.hamiltonproject.org, a project of the Brookings Institution. September 17, 2020. *[Added 10/13]*

Raj Chetty, et al. “[Non-Technical Summary: How Did COVID-19 and Stabilization Policies Affect Spending and Employment?](#)” (opens pdf). Published by Opportunity Insights, www.opportunityinsights.org, based at Harvard University. September 2020. Posted, with full paper, at <https://opportunityinsights.org/paper/tracker/>. *[Added 10/13]*

Editors, *Politico Magazine*. “[Coronavirus Will Change the World Permanently. Here’s How.](#)” Description: “34 big thinkers’ predictions for what’s to come.” *Politico Magazine*, March 19, 2020. *[Added 10/13]*

Peter Bergen and Daniel Rothenberg. “[How the 'hinge event' of Covid will change everything.](#)” CNN Opinion, www.cnn.com, May 7, 2020. *[Added 10/13]*

Ken Budd. “[COVID-19 Won’t Change Us Forever.](#)” *The Atlantic*, July 5, 2020. *[Added 10/13]*

***NO LECTURE* on Mon. 11/02** *[updated on 9/02]*

- Lecture cancelled to allow students to participate in election activities if they choose.
- **Everyone should observe the election end-stages in their area** to prepare for Wed. 11/04 class discussion and section discussions.

Lecture 17 (Wed. 11/04): November 3 Aftermath – What Next? (Skocpol and Waters)

Discussion Sections: *Discuss the election process and outcomes so far in students’ home states or perspectives from their countries abroad.*

Readings:

Watch and read coverage of the 2020 election. Everyone should observe the election end-stages in their area to prepare for Wed. 11/04 class discussion and section discussions.

UNIT V. IMMIGRATION AND CITIZENSHIP

Lecture 18 (Mon. 11/09): Regulating Immigration: Development of Policy and Laws (Waters)

Lecture 19 (Wed. 11/11): How Immigration Law Currently Works (or Does Not Work) (Waters). *Classes held on Veterans Day holiday.*

Discussion Sections: *Can and should laws effectively limit immigration to the U.S.?*

Readings:

Joseph Carens. "[Aliens and Citizens: The Case for Open Borders](#)." *The Review of Politics* 49(2) (Spring 1987): 251-273.

Douglas S. Massey, Jorge Durand, and Karen A. Pren. "[Why Border Enforcement Backfired](#)." *American Journal of Sociology* 121(5) (March 2016): 1557-1600

David FitzGerald and David Cook Martin. "The United States: Paragon of Liberal Democracy and Racism," Chapter 3 in *Culling the Masses: The Democratic Origins of Racist Immigration Policy in the Americas* (pp. 82-140). Cambridge, MA: Harvard University Press, 2014. Online access via [HOLLIS record](#).

American Immigration Council. Fact Sheet on "[How the United States Immigration System Works](#)." August 12, 2016. [americanimmigrationcouncil.org](#).

American Immigration Council. Fact Sheet on "[Asylum in the United States](#)." May 14, 2018. [americanimmigrationcouncil.org](#).

Lecture 20 (Mon. 11/16): Undocumented Immigrants, Dreamers, Deportation (Waters)

Lecture 21 (Wed. 11/18): Race and Legal Status (Waters)

Discussion Sections: *How do legal status and race affect the integration of immigrants and their children?*

Readings:

Roberto G. Gonzales. "[Learning to be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood](#)." *American Sociological Review* 76(4) (August 2011): 602-19.

Katherine Fennelly. "[SSN Basic Facts: Why Immigration Worries Americans -- Especially Rural Residents](#)." Scholars Strategy Network (SSN), February 2012. [scholars.org](#).

Mary C. Waters and Philip Kasinitz. "[Race and Legal Status and Immigrant Social Mobility](#)." *Daedalus*, forthcoming 2021. *[Link added 10/14]*

Peter Beinart. "[It's Not Illegal Immigration That Worries Republicans Anymore](#)." *The Atlantic*, February 18, 2018. *[added 09/02]*

DUE MON. 11/23 by 11:59pm: Short Writing Assignment No. 4. [Instructions on website](#).

MOVE OUT -- Sun. 11/22 by 5:00pm. Students living on campus must vacate campus by 5:00pm on Sunday, November 22.

Lecture 22 (Mon. 11/23): Integration of Immigrants and Their Children (Waters)

NO CLASS (Wed. 11/25): Thanksgiving recess (Wed.-Sun., 11/25-29)

NO SECTIONS: *Thanksgiving recess (Wed.-Sun., 11/25-29)*

Readings:

Mary C. Waters and Marisa Gerstein Pineau, eds. [*The Integration of Immigrants into American Society*](#). Washington, DC: National Academy Press, 2016. READ "Summary," pp. 1-14.

Nancy Foner and Richard Alba. "[Immigration and the Legacies of the Past: The Impact of Slavery and the Holocaust on Contemporary Immigrants in the United States and Western Europe](#)." *Comparative Studies in Society and History* 52(4) (October 2010): 798-819.

Lecture 23 (Mon. 11/30): **NEW (as of 11/30) -- Final Lecture on Immigration (Waters).**
[Originally: Future of American Public Policy (Skocpol and Waters)]

ADDED 11/30:

NEW -- DUE TUE. 12/01 by 4:00pm EST: Submit a topic you'd like discussed during Wed 12/02 final lecture class session. [Assignment page.](#)

Required of all students and due to the course website by 4:00pm EST on Tuesday, December 1. The final lecture class meeting for GenEd 1092 on Wednesday, December 2, will be an interactive session among all class members. Looking back over the course's various units and considering the course's overall examination of American society and public policy, think of at least one question or topic or summary observation you would like addressed/discussed during our final lecture session. Submit your question(s)/comment(s) to the course website by 4:00pm EST on Tuesday, December 1. Course staff will read all submissions and compile into an agenda of topics for Wednesday's class discussion.

Lecture 24 (Wed. 12/02): **NEW (as of 11/30) -- Course Wrap-Up (Future of American Public Policy) and Class Discussion. Moderated by TFs.**
[Originally: Course Wrap-Up and Class Discussion (Skocpol and Waters)]

Discussion Sections: *Course review and discuss immigration readings.*

Readings: Review immigration readings from previous week for section discussion.

THE COURSE FINAL ASSIGNMENT IS DUE TO THE COURSE WEBSITE BY 11:59PM ON FRIDAY, DECEMBER 11.

By Saturday, December 5 (or as soon as possible after the last class meeting), the final assignment will be posted on the course website. Course staff will notify students as soon as it has been posted. The completed final assignment must be submitted to the course website by 11:59pm on Friday, December 11. The final assignment will count for 20% of the final grade.

There is NO three-hour final examination for this course. All coursework will be completed by Friday, December 11.

REMINDER:

Course Collaboration Policy. Grades for the two collaborative short writing assignments will be assigned to all students in the group. For the two individual short writing assignments, the quizzes, and the course final assignment, each person is expected to present his or her own work. Discussion is always encouraged, but when doing individual work on writing assignments or exams, students should not exchange written outlines or texts. Work presented by an individual student must always properly cite quotations and indicate sources of evidence for each claim. Although materials beyond the course may be used, students are expected to master the course readings and cite parts of them where relevant.