

## SYLLABUS

**Professor: Alfred P. Montero**

**Office: Hasenstab 302**

**Phone: x4085 (Office); 507-301-8419 (cell)**

**Email: amontero@carleton.edu**

**Office Hours: Tuesdays and Wednesday 7:00 p.m.-8:30 p.m. (in-person)**

### Course Description

This course provides a comprehensive overview of comparative and international public policy. It examines major theories and approaches to public policy design and implementation in several major areas: international political economy (including the study of international trade and monetary policy, financial regulation, technological change including artificial intelligence, and comparative welfare policy), immigration, global public health and comparative healthcare policy, housing, education, human rights, institutional development, and environmental public policy. This course serves as the gateway for the Public Policy Minor and it provides a good basis for more advanced work in comparative and international public policy at the graduate level.

### What Is Expected of Students

Students will be expected to read, think, criticize, and form arguments. Outside of the classroom, this means that students must engage with the reading assignments and required audiovisual materials. Inside the classroom, the work in this class is highly interactive, involving much debate and discussion, sometimes in formal, timed settings, and sometimes in less formal formats. The best students will be critical but balanced in their assessments, and they will develop coherent arguments that they can defend in their writing and in their classroom discussions and debates. Although students' own life experiences and opinions are welcome and valued in this class, more frequently students will be asked to defend or analyze perspectives quite different from their own. The effectiveness of their arguments will be judged as rigorously as if they were personally held. Any student who believes that they will have difficulty taking on a particular position or listening to a certain point of view, ought to communicate their concerns to the professor before class or during office hours.

### Materials

This course uses a variety of written and audiovisual materials that will all be available on Moodle.

### Grading

Assessment of students in this course will be based on their performance on two light research papers, a group data analysis project with an oral presentation component, and classroom participation. The grade breakdown is as follows:

First writing assignment (25%)

Second writing assignment (35%)

Group corporate responsibility policy prescription assignment (25%, the sum of a group dynamics score (10%) and the oral presentation of findings (15%))  
Class participation (15%)

### The Writing Assignments

Paper assignments in this course are of varying lengths. Yet all must be typed, paginated, and double-spaced with Times New Roman or Garamond font type, 12cpi font size, and one-inch margins. A course style sheet is available on Moodle. Failure to follow these style requirements will result in points deductions.

The writing assignments must be turned in as PDF files on Google Drive by 5 p.m. *Late work will receive no credit.* Students anticipating missing the deadline must contact the professor no fewer than 48 hours before the deadline. Since the ability to edit texts and produce concise argument is a touchstone for assessing and developing critical skills, students will not be allowed to surpass the required number of pages. A handout for each of these assignments will specify the parameters of each of these papers well before the due date. **Revisions to graded first drafts will be possible.**

#### Paper #1 Policy Unintended Effects Paper

Students will select one of several areas of policy that have good intentions but have historically produced unintended consequences and policy feedback effects that are negative. Using a mix of quantitative and qualitative empirical evidence, they will compose a 6-7-page analytical paper focused on the origins and processes of these policy effects. Completing this assignment will require a light amount of independent research.

#### Paper #2 Policy-Position Paper

Based on their study of policy areas, students will research a problem area of their choosing and develop a policy prescription to address this problem. This paper will follow the conventions of policy-position papers that define the problem, discuss the failures of extant policy responses, and then develop a *prescriptive* approach that unpacks a specific policy. The final section of the paper anticipates some of the problems with the proposed policy and suggests possible remedies or forbearances. This paper will be 8-10 pages and will require a longer period of research than is the case for paper #1. The work in this paper must not be closely related to the focus of the first paper or the group corporate responsibility policy project.

#### Group Corporate Responsibility Policy Prescription Assignment

Students will be assigned to teams during the first sections of the course. In these groups, they will be given sets of shareholder resolutions made available through the [Interfaith Center for Corporate Responsibility](#) (ICCR). This is the very source that the [Carleton Responsible Investment Committee](#) (CRIC) uses each winter and spring to make recommendations to the Investment Committee (IC) of Carleton's Board of Trustees (BoT) for the College's votes on matters of corporate responsibility. The student teams will be responsible for researching and presenting evidence for a particular recommendation on given shareholder resolutions. The CRIC will deliberate on these matters during the term and reference some of the most relevant findings of the POSC 265 student teams in their summary report to the IC and the BoT during the spring term.

Each team will work consistently with the professor, who is co-chair of the CRIC, to focus the research in ways that are most useful to the work of the committee and the IC. This work will be based on both quantitative and qualitative data on the subject area. This will also be the basis for a final presentation that each team will deliver to the class during the 10<sup>th</sup> week of the term. A detailed handout will describe the format and other aspects of this project during the first weeks of the course.

The “group dynamics” score will be determined based on confidential peer evaluations, professor’s observations or preliminary work. Emphasis will be placed on the demonstration of *consistent* effort by all group members. The group dynamics score will be based on a mean group score adjusted for varying levels of individual effort. In most cases, collective responsibility tends to cause all individual scores to mirror the group score, which is the goal.

### Class Participation

It is not possible to be a consistently quiet observer in this course. The classroom work in this course requires constant communication of students’ insights into the subjects and materials of the class. Participation is an integral part of the way in which students prepare for graded assignments and are evaluated. Student participation will be assessed in both formal, structured exercises and more informal and open-ended assignments in class. In most cases, the parameters of participation assignments will be explained in handouts and during prior classes.

Assessment of student participation provides some data to measure student learning. This course will use other tools, including occasional “diagnostics” that will ask students to respond to a small number of questions on the readings and presentations. The professor will follow up with students whose scores suggest some challenges with the materials or the schedule.

Attendance is required under normal circumstances. If health prevents in-person attendance, students must contact the professor in a timely manner before the missed session to arrange for Zoom-based participation. Such students may be required to do additional work subsequently. These may include asynchronous assignments and synchronous activities such as oral exams.

Students who know that they will be absent due to a scheduling conflict involving athletic events, Model U.N., forensics, job interviews, or any other activity, must communicate their scheduling conflicts to the professor via email as soon as possible.

Finally, there will be a number of enrichment opportunities linked to this course. These are optional experiences, but I recommend that students avail themselves of at least one of these during the term. Attendance for speakers and events posted in the syllabus is required.

### The Grading Scale

I will be using the following grading scale in this course:

98-100 A+  
94-97 A  
91-93 A-  
88-90 B+

83-87 B  
79-82 B-  
76-78 C+  
72-75 C  
68-71 C-  
67/below D/F

### Academic Misconduct

Given the fact that academe relies upon the ethical conduct of scholars, students are held to the same standards in their own work. It is assumed that a student is the author of all course work that they submit, and that all submitted work is completed in a manner ensuring that the **core intellectual substance** of the assignment is carried out by the student themselves. Use of artificial intelligence to substitute for the core intellectual substance and that is passed off as the student's own work product will constitute academic misconduct and result in immediate forfeiture of all credit on the assignment. Additionally, all acts of academic dishonesty or misconduct will be referred to the Academic Standing Committee (ASC). The professor will provide specific guidance on the acceptable uses of Artificial Intelligence on the assignment handouts.

### Special Needs

Carleton College is committed to providing equitable access to learning opportunities for all students. The Office of Accessibility Services (OAR) is the campus office that collaborates with students who have disabilities to arrange for reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum, chronic health, traumatic brain injury and concussions, sensory, or physical), please contact Sam Thayer, Director of OAR, to arrange a confidential evaluation. This course will implement only accommodations first approved by the OAR.

### Global Trigger Warning

The substantive content of this course involves issues, subjects, and materials that some students will find disconcerting and, perhaps, triggering. Whenever possible, I will do my best to provide forewarning, but I also ask that students communicate directly with me about any issues or subjects that are particularly concerning to them. These communications will be protected with the utmost discretion.

**NOTE: Readings must be completed for the dates assigned below.**

## SECTION ONE

### PUBLIC POLICY GOVERNANCE: GLOBAL STRUCTURES AND EFFECTS

#### **Session 1: Anarchy, International Institutions, and Neoliberal Globalization**

##### **Anarchy and the Problem of Cooperation (Monday, January 5)**

Joseph Grieco. 1988. "Anarchy and the Limits of Cooperation." *International Organization* 42:3 Summer.

Robert Keohane. 1984. *After Hegemony: Cooperation and Discord in the World Political Economy*. Princeton: Princeton University Press, chapter 4.

On Moodle: Recommended Video - "Cooperation Under Anarchy"

##### **Embedded Liberalism and Neoliberalism (Wednesday, January 7)**

John Gerard Ruggie. 1983. "International Regimes, Transactions, and Change: Embedded Liberalism in the Postwar Economic Order." In *International Regimes*, Stephen D. Krasner, ed. Ithaca: Cornell University Press.

Miguel A. Centeno and Joseph N. Cohen. 2012. "The Arc of Neoliberalism." *Annual Review of Sociology* 38: pp. 317-340.

##### **Whither State Power in a Post-Neoliberal Age? (Friday, January 9)**

Gary Gerstle, interviewed on The Essential Podcast, "[The Rise and Fall of the Neoliberal Order](#)" (June 30, 2022).

Gary Gerstle, interviewed by Ezra Klein, Ezra Klein podcast, "[Are We on the Cusp of a New Political Order?](#)" (November 1, 2024).

On Moodle: Recommended Videos - "Money and Its Management" and "Exchange Rate Regimes"

#### **Session 2: Transforming Global Capitalism**

##### **Macroeconomic Policy-making (Monday, January 12)**

Michael Bordo and Harold James. 2006. "One World Money, Then and Now." *International Economics and Economic Policy* 3: 3-4 pp. 395-407.

Jeffrey A. Frieden. 2010. "Globalization and Exchange Rate Policy," in Jeffrey A. Frieden, David A. Lake, and J. Lawrence Broz, eds. *International Political Economy: Perspectives on Global Power and Wealth* 5<sup>th</sup> ed. (New York: W.W. Norton), pp. 286-296.

Homework On ChatGPT: Presidential Simulation – Managing the U.S. Economy (In One Term)

## **China and the Emerging Global (AI) Economy (Wednesday, January 14)**

David C. Kang, Jackie S. H. Wong, and Zenobia T. Chan. 2025. "What Does China Want?" *International Security* 50:1 (Summer): 46-81.

Muhammad Nadir Shabbir and Thuy Linh Duong. 2025. "Digital Yuan and the Future of Currency in a Globalized Economy." *The Chinese Economy* (October): 1-25.

Nourhan Tosson Ibrahim. 2025. "The Impact of AI on Global Power Shifts." *China Quarterly of International Strategic Studies* 11:3: 281-309.

**Guest Speaker (on Zoom): Boris Shou**, formerly of Meta (live from Shanghai).

## **Is China at the Center of an Emerging New Hegemony in Capitalism? (Friday, January 16)**

Tian He and You Ji. 2023. "China's Techno-Economic Statecraft Amid U.S.-China Strategic Rivalry: AI and the "New Whole-State System." *Orbis* 67:4: 605-625.

Monique Taylor. 2025. "Challenging Dollar Dominance? The Geopolitical Dimensions of Renminbi (RMB) Internationalisation." *Journal of Current Chinese Affairs* 54:3: 430-447.

Dongan Tan. 2025. "The Decoupling Dilemma: How U.S. Sanctions Erode Global Economic Governance." *International Organization* 79: 134-147.

**Debate #1:** *Is the rise of China a viable replacement for the U.S.-centered neoliberal political order?*

## **Session 3: Policy Effects, Policy Feedback and Unintended Consequences: A Focus on US Immigration Policy**

### **U.S. Immigration Policy Challenges (Monday, January 19)**

Jorge Durand and Douglas S. Massey. 2019. "Evolution of the Mexico-U.S. Migration System: Insights from the Mexican Migration Project." *The ANNALS of the American Academy of Political and Social Science* 684:1 (July): 21-42.

Jonathan T. Hiskey, Abby Córdova, Mary Fran Malone, and Diana M. Orcés. 2018. "Leaving the Devil You Know: Crime Victimization, US Deterrence Policy, and the Emigration Decision in Central America." *Latin American Research Review* 53:3: 429-447.

Alan S. Gerber, Gregory A. Huber, Daniel R. Biggers, and David J. Hendry. 2017. "Self-Interest, Beliefs, and Policy Opinions: Understanding How Economic Beliefs Affect Immigration Policy Preferences." *Political Research Quarterly* 70:1: 155-171.

## Recommended:

Videos on Moodle: CNBC, "[How does immigration impact the economy?](#)" and Robert Reich, "[The Truth About Immigrants and the Economy](#)." Also on asylum policy: CBS Sunday Morning, "[America's Long, Fractured History of Immigration](#)."

Jeanne Batalova. 2025. "Frequently Requested Statistics on Immigrants and Immigration in the United States." Migration Policy Institute *Migration Information Source* (March 12): 1-29.

### **U.S. Immigration Policy Options (Wednesday, January 21)**

Douglas S. Massey. 2020. "Creating the Exclusionist Society: From the War on Poverty to the War on Immigrants." *Ethnic and Racial Studies* 43:1: 18-37.

Katharina Natter. 2018. "Rethinking Immigration Policy Theory Beyond 'Western Liberal Democracies.'" *Comparative Migration Studies* 6:4: 1-21.

Maureen Stobb, Banks Miller, and Joshua Kennedy. 2022. "Mixed Messages & Bounded Rationality: The Perverse Consequences of Real ID for Immigration Policy." *Policy Studies Journal* 51: 667-684.

### **Debating Immigration Policy: The Alignment of Policy Intentionality and Effects (Friday, January 23)**

Darshan Vigneswaran and Ernesto de León. 2024. "The Inconsistency of Immigration Policy: The Limits of 'Top-down' Approaches." *Ethnic and Racial Studies* 47:10: 2060-2084.

Adam M. Butz and Jason E. Kehrberg. 2019. "Anti-Immigrant Sentiment and the Adoption of State Immigration Policy." *Policy Studies Journal* 47:3: 605-623.

César Escalante and Tianyuan Luo. 2025. "Hispanic Border State Emigration Response to Stricter Immigration Control." *Discover Global Society* 3:67: 1-21.

Isabella Priestley, Sarah Cherian, Georgia Paxton, Zachary Steel, Peter Young, Hasantha Gunasekera, and Caroline Hunt. 2025. "The Impact of Immigration Detention on Children's Mental Health: Systematic Review." *The British Journal of Psychiatry* 227:6: 870-879.

**Debate #2:** *The justifications for immigration policy in the U.S.*

## **Session 4: Regulating Natural Resources, Energy, Technology and the Environment**

### **Natural Resource Governance and Development (Monday, January 26)**

UNCTAD. 2024. [Digital Economy Report: Shaping an Environmentally Sustainable and Inclusive Digital Future](#). Geneva: United Nations. (Analyze the full report using [NotebookLM](#)).

Zohaib Hassan, Deyi Xu, Abbas Shah, Sanam Tehseen, Anees Ul Hassan, Waseem Hassan, and Yasir Ali. 2026. "Environmental Resilience in E7 Emerging Economies: The Role of Mineral

Complexity, Renewable Energy and Innovation in Driving Sustainable Growth.” *Renewable Energy* 256 (January 2026).

Lucas González and Richard Snyder. 2023. “Modes of Extraction in Latin America’s Lithium Triangle: Explaining Negotiated, Unnegotiated, and Aborted Mining Project.” *Latin American Politics and Society* 65:1: 47-73.

### **Energy Policy, Technology, and Renewables (Wednesday, January 28)**

Bill McKibben, interviewed by Ezra Klein, “[The Power That Could Save the Planet](#).” Ezra Klein Show podcast (Nov. 15, 2022).

Elias Carayannis, Marco Vinzenzi, John Draper, and Nikos Kanellos. 2023. “Can Fusion Be the Next General-Purpose Technology? Theory, Policy, Practice, and Politics Perspectives on Stewarding Fusion Energy Research.” *Journal of the Knowledge Economy* 15: 9497-9514.

Angel Melguizo, Raúl Katz, and Juan Jung. 2026. “Can AI Grow Green? Evidence of a *Kuznets curve* among AI, Renewable Energies and Emissions.” *Energy Policy* 208: 1-12.

### **Pathways to Transformative Environmental Sustainability (Friday, January 30)**

Anouk Franssen, Harriet Bulkeley, and Jeffrey E. Blackwatters. 2025. “Conceptualizing Transformative Change for Global Environmental Governance.” *Earth System Governance* 26: 1-9.

Esmat Zaidan, Jon Truby, Imad Antoine Ibrahim, and Thomas Hoppe. 2026. “Hybrid Global Governance for Responsible and Inclusive Artificial Intelligence: Proposing a New Sustainable Development Goal 18.” *Technology in Society* 85: 1-31.

Everton Anger Cavalheiro, Ianuska Ramos Oliveira, Diuliana Leandro, and Leonardo Betemps Kontz. 2025. “Governance, Development, and Environment: Pathways to a Sustainable Future.” *Sustainable Futures* 10: 1-13.

Xinchuchu Gao. 2025. “The EU’s Twin Transitions Towards Sustainability and Digital Leadership: A Coherent or Fragmented Policy Field?” *Regional Studies* 59:1: 1-12.

**Debate #3:** *Can new technologies guarantee transformative environmental sustainability through public policy?*

## **SECTION TWO**

### **VARIETIES OF CAPITALISM AND HUMAN WELFARE**

#### **Session 5: Types of States and Varieties of Capitalism**

##### **Liberal and Social Democratic States/Orders (Monday, February 2)**

Jonas Pontusson. 2005. *Inequality and Prosperity: Social Europe vs. Liberal America*. Ithaca: Cornell University Press, chs. 1-2.

Roland Poirier Martinsson. 2012. "The Demise of the Driving Forces Behind the Liberal and Social Democratic Welfare State." *European View* 11: 47-53.

### **Developmentalist States and Hierarchical Capitalism (Wednesday, February 4)**

Atul Kohli. 2012. "Coping with Globalization: Asian versus Latin American Strategies of Development, 1980-2010." *Brazilian Journal of Political Economy* 32:4 (October-December): 531-556.

Ben Ross Schneider. 2009. "Hierarchical Market Economies and Varieties of Capitalism in Latin America." *Journal of Latin American Studies* 41: 553-575.

Richard W. Carney. 2016. "Varieties of Hierarchical Capitalism: Family and State Market Economies in East Asia." *The Pacific Review* 29:2: 137-163.

### **Will Technology Change the Public Policy Systems of All Capitalisms? (Friday, February 6)**

Clarissa Valli Buttow. 2025. "Data-Driven Policy Making and Its Impacts on Regulation: A Study of the OECD Vision in the Light of Data Critical Studies." *European Journal of Risk Regulation* 16: 114-132.

Daniel J. Mallinson, Lauren Azevedo, Eric Best, Pedro Robles and Jue Wang. 2024. "The Future of AI is in the States: The Case of Autonomous Vehicle Policies." *Business and Politics* 26: 180-199.

Williams Chibueze Munonye, George Oche Ajonye, Samuel Olusegun Ahonsi, Daniella Ifunanya Munonye, Obey Akinmorin Akinloye, and Ikechukwu Oscar Chigozie. 2025. "Governing Circular Intelligence: How AI-driven Policy Tools Can Accelerate the Circular Economy Transition." *Cleaner and Responsible Consumption* 19: 1-19.

### **MIDTERM BREAK (Monday, February 9)**

#### **Session 6: Patterns of Inequality and Poverty**

#### **Inequality Among Advanced Capitalist Countries (Wednesday, February 11)**

**Guest Speaker (on Zoom): Cole Frank '15**, on machine learning and public policy.

World Economic Forum. 2025. [The Future of Jobs Report 2025](#). (January), pp. 10-48 and analyze the rest of the report using [NotebookLM](#)).

David Brooks. 2024. "How the Ivy League Broke America: The Meritocracy Isn't Working. We Need Something New." *The Atlantic* (December): 27-40.

U.S. Bureau of Labor Statistics. 2023. "[National Occupational Employment and Wage Estimates](#)." (review patterns by playing around with the sorting)

Videos on Moodle: CNBC, "[Why the Inequality Gap is Growing Between Rich and Poor](#)" and Amanpour and Company, David Brooks on "[How Ivy League Admissions Broke America.](#)"

### **Poverty and Inequality in Comparative Perspective (Friday, February 13)**

Abhijit V. Banerjee and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York: Public Affairs, chs. 1-4.

Rachel Steenbrink and Ahmed Skali. 2026. "Wealth Inequality and Economic Growth: Evidence from the World Inequality Database." *World Development* 199: 1-10.

### **Session 7: Social Welfare Regimes and Healthcare**

#### **Social Welfare Regimes (Monday, February 16)**

Gosta Esping-Andersen. 2015. "Welfare Regimes and Social Stratification." *Journal of European Social Policy* 25:1: 124-134.

Robert Jan Van der Veen and Wouter an der Brug. 2012. "Three Worlds of Social Insurance: On the Validity of Esping-Andersen's Welfare Regime Dimensions." *British Journal of Political Science* 43: 323-343.

Paul Farmer and Nicole Gastineau. 2002. "Rethinking Health and Human Rights: Time for a Paradigm Shift." *Journal of Law, Medicine, and Ethics* 30: 655-666.

#### **National Health Care Systems & Health Equity (Wednesday, February 18)**

Geoffrey Wilkinson et al. 2017. "No Equity, No Triple Aim: Strategic Proposals to Advance Health Equity in a Volatile Policy Environment." *American Journal of Public Health* 107:53: 5223-5228.

Steven H. Woolf, Sandro Galea, and David R. Williams. 2025. "The Potential Impact of the Trump Administration Policies on Health Research in the USA." *The Lancet* 405 (June 14): 2114-2116.

Kate Pickert. 2023. "Is a Revolution in Cancer Treatment Within Reach?" *New York Times* (June 16).

**Guest Speakers (in class):** Angela Fertig, Humphrey School of Public Affairs, University of Minnesota "Social Determinants of Health and Mental Health," and Michael Massad '13, Director of Admissions, Humphrey School. Public policy brunch meeting to follow class for those who can attend.

#### **Pandemic Policy (Friday, February 20)**

Jeffery K. Taubengerger and David M. Morens. 2010. "Influenza: The Once and Future Pandemic." *Public Health Reports* 125:3: 16-26.

Victor Dzau. 2025. "[100 Days Mission: Are We Ready for the Next Pandemic?](#)" *CEPI Blog* (July 29).

CEPI. 2024. "[H5N1 and Spillover Risk: Is the World Ready to Tackle Zoonotic Influenza?](#)" (August 13).

Marina B. Wasilewski et al. 2022. "Infection Prevention and Control Across the Continuum of COVID-19 Care: A Qualitative Study of Patients', Caregivers' and Providers' Experiences." *Health Expectations* 25: 2431-2439.

Nasib Babaei et al. 2022. "Interventions for Adapting Health Care Providers to New Situations in the Workplace during the COVID-19 Pandemic: A Scoping Review for Developing a Policy Brief." *World Medical and Health Policy* 14 (1): 34-46.

**Debate #4:** Preparation for the Next Pandemic

### SECTION THREE

#### PUBLIC POLICY AND HUMAN WELFARE

##### Session 8: Human Capital, Education, and Housing

###### **Education Reforms: K-12 (Monday, February 23)**

Alex Elwick. 2017. "New Forms of Government School Provision: An International Comparison." *Journal of Education Policy* 33:2: 206-225.

Lauren Bloomquist and Lauren Peisach. 2025. "[Governors' Top Education Priorities in 2025 State of the State Addresses.](#)" Education Commission of the States/National Governors Association. (March): 1-11.

Jared C. Bass (Center for American Progress). 2024. "[A Progressive Vision for Education in the 21<sup>st</sup> Century.](#)" (November).

**Recommended:** Oscar Espinoza. 2017. "Paulo Freire's Ideas as an Alternative to Higher Education Neoliberal Reforms in Latin America." *Journal of Moral Education* 46:4: 435-448.

###### **Issues in Higher Education: Financial Aid and Inequality (Wednesday, February 25)**

Matthew Wolfgram and Nancy Kendall. 2023. "'Piling on the Stress': Low-Income Students' Experiences in a Neoliberal Majoritarian University." *Anthropology and Education Quarterly* (pre-print): 1-22.

The College Board. 2025. [Trends in College Pricing](#). New York, NY: The College Board. (analyze the report using [NotebookLM](#)).

Laura Beamer and Marshall Steinbaum. 2023. "[America's Student Loans Were Never Going to Be Repaid.](#)" *New York Times* (July 13).

Eduard Nilaj, Sérgio Pinto, Marshall Steinbaum, and Laura Beamer. 2023. "[The Repayment Pause and the Continuing Crisis of Non-Repayment.](#)" Jain Family Institute.

Recommended Videos on Moodle: “The Real Cost” and “Borrowed Future.”

### **The Housing-Education-Human Welfare Link (Friday, February 27)**

Richard W. DiSalvo and Jia H. Yu. 2023. “Housing Affordability and School Quality in the United States.” *Journal of Housing Economics* 60: 1-15.

Rafaela Dancygier and Andreas Wiedemann. 2024. “The Financialization of Housing and Its Political Consequences.” *American Journal of Political Science* (August): 1-20.

### **Affordability and Eviction (Monday, March 2)**

Michael Atafo Adabre and Albert P.C. Chan. 2019. “Critical Success Factors (CSFs) for Sustainable Affordable Housing.” *Building and Environment* 156: 203-214.

[Matthew Demond](#) and the [Eviction Lab](#). 2025. [Eviction Lab Research](#). (Study the key findings).

Seung Hyeong Lee and Younggeun Yoo. 2025. “Giving Up’: The Impact of Decreasing Housing Affordability on Consumption, Work Effort, and Investment.” *SSRN* (November).

**Guest Speaker (on Zoom): Whitney Smith ’10**, on affordable housing in urban spaces – the case of Chicago.

### **Taking Stock of the Research on Inequality and Human Welfare in the U.S. (Wednesday, March 4)**

Raj Chetty, Nathaniel Hendren, Maggie R. Jones, and Sonya R. Porter. 2019. “Race and Economic Opportunity in the United States: An Intergenerational Perspective.” *The Quarterly Journal of Economics* 135:2: 711-783.

Raj Chetty, David J. Deming, and John N. Friedman. 2025. “Diversifying Society’s Leaders? The Determinants and Causal Effect of Admission to Highly Selective Private Colleges.” *The Quarterly Journal of Economics* (pre-publication ms).

## **SECTION FOUR**

### **STUDENT GROUP RESEARCH PROJECTS**

**Group Project Presentations (Friday, March 6; Monday, March 9; Wednesday, March 11)**