

PS20000, Introduction to Poverty Studies

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COURSE DESCRIPTION:

This course introduces students to academic research about the nature and consequences of poverty (in both advanced and developing nations), highlighting the contributions of scholars from the social and natural sciences, humanities, fine arts, and the law. We begin by examining several multifaceted definitions of poverty put forth by governments and non-governmental organizations (NGOs), and by mapping the incidence of poverty (geographically and demographically). We then attempt to understand what it means to be poor by examining the hardships that families and persons living in poverty endure: a scarcity of low-cost housing and unsafe neighborhoods; nutrition problems ranging from malnourishment to obesity; gender based violence and inequities; inadequate access to health care; under-equipped schools with limited curricula in high-poverty areas; and violations of fair labor practices including discrimination in hiring, unsafe working conditions and unfair compensation. Throughout, the readings and lectures reveal that collaboration across the various disciplines enhances our understanding of what it means to be poor and of the array of interlocking problems that lead to poverty, and guides the formulation of policies to prevent and alleviate poverty. We will encounter various programs and proposals designed to reduce poverty and/or aid the low-income population, but the primary emphasis is on the nature and consequences of poverty for those who experience it and for society as a whole in preparation for a more in-depth study of solutions in the electives minors choose and in the Capstone Seminar or Capstone Special Studies project.

LEARNING GOALS:

It is my hope that by the end of the course you will:

- Create an academically informed context in which you can analyze your personal experiences with poverty and persons who experience it;
- Gain sensitivity and appreciation for the different ways of knowing about and understanding poverty;
- Become familiar with the methodologies and contributions of the multiple disciplines engaged in poverty research;
- Discover the overlaps in issues and the potential for collaboration on these issues across disciplines.
- Appreciate the difficulties of designing policies that address the challenges of life with low income and or on the margins of society;
- Develop the skill of quickly identifying and extracting relevant portions of lengthy government documents and reports and other materials;
- Gain sufficient background to prepare you for participation in the Senior Capstone Seminar or to conduct a Senior Capstone Special Studies Project;
- Know where to look for resources that will enable you to pursue poverty alleviation in greater depth into the future;
- Enhance your knowledge of the nature, measurement, and causes of poverty;
- Increase your knowledge of social welfare programs and policies;
- Improve your writing skills; and
- Become comfortable discussing contentious issues with a group of people who may not share your views.

OFFICE HOURS:

My office is in 232 Geddes Hall located directly beside the student lounge shared by the Poverty Studies and Catholic Social Thought minors. *(You are welcome to us this lounge for study or small group meetings M-F from 8:00 am through 10:00 pm. Weekend hours may differ, especially on home-game football weekends.)* My office hours are by appointment. When requesting an appointment, please indicate two or three times that are convenient for you and I will do my best to choose one of these times. Most days I

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will be working in my office and you are welcome to drop in. I almost always have time for a chat. If you would like to meet for an extended time, it is better, but not necessary, to call ahead.

I read email during the workweek and try to respond to student messages within 48 hours of receipt. If an emergency arises and you will not be able to fulfill an important responsibility, **do not rely upon email** to communicate with me. Call my office (631-1160) or home (between 9 am and 9 pm). You are not excused until I have replied to you. Remember, just because you send an email does not mean your responsibility has ended or that I have approved your request.

COURSE MATERIALS:

Required Books

You will need to shop for the first book online. The other books are available at the ND Bookstore and at on line bookstores.

1. Abhijit V. Banerjee and Esther Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. Public Affairs, 2011, ISBN-13: 978-1586487980
2. Sarah Burd-Sharps, Kristen Lewis, and Eduardo Borges Martins. *The Measure of America, 2010-11: Mapping Risks and Resilience*, Columbia University Press, 2010. ISBN-13: 978-0-8174-8380-1 (pbk)
3. David K. Shipler, *The Working Poor: Invisible in America*. Alfred A. Knopf, 2004, ISBN-13: 978-0375708213 (pbk)

Recommended Books

(Each of the books below is acceptable for your fine arts assignment. You will probably not want to buy more than one.)

1. Jacob Lawrence, *The Great Migration, An American Story*. HarperCollins, 1993, ISBN-13: 978-0-0644-3428-7 (pbk). On reserve, Hesburgh Library.
2. Sonja Livingston, *Ghostbread*. University of Georgia Press, 2009, ISBN-13:978-0-8203-3687-9 (pbk). This book is available on line at the Notre Dame Library, <http://www.library.nd.edu/>. Simply search on the author's name.
3. Gwendolyn Brooks, *Maud Martha*. Third World Press, 1993, ISBN: 0-88378-061-5 (pbk). On reserve, Hesburgh Library.

Keeping current with Poverty News

The Institute for Research on Poverty at the University of Wisconsin-Madison provides a free email news service entitled the *Poverty Dispatch* accessible at <http://www.irp.wisc.edu/initiatives/outreach/dispatch.htm>. You may subscribe to this news service and receive weekly mailings by sending a request to irppubs@ssc.wisc.edu and asking for a subscription. Visiting the links provided is an excellent way to discover what issues are current as well as the variety of ways our 50 States respond to these issues. Note that this service concentrates almost exclusively on Poverty in the United States.

I read several poverty blogs regularly because they are the most efficient way for me to keep up with current policy debates and actions. I recommend that you follow suit and subscribe to:

- Spotlight on Poverty and Opportunity, <http://www.spotlightonpoverty.org/>, and
- The Center for Budget and Policy Priorities, <http://www.cbpp.org/>.

All blogs have their own political perspective with which you may or may not agree. When you read, look both for the facts, and the interpretation that particular authors give the facts. If you find a different blog to be particularly useful, please share it with the rest of the class.

COURSE WORK AND GRADING SYSTEM:

Course work includes an online Sakai portfolio, class participation, a research proposal, and midterm and a final exam. The weight assigned to each of these in the determination of the course grade is as follows:

Homework Assignments	15 percent
Participation	10 percent
Fine Arts Exercise	15 percent
First exam	20percent
Second Exam	20 percent
Final exam	20 percent

Homework Assignments (15 percent)

The purpose of the homework assignments is to prepare you for class discussion and help you focus on critical issues. For each assignment I will post questions on the Discussion page on Sakai that you are to answer before the stated deadline. You are to post your response by 8:00 pm the day before our next class. There is a default assignment that you are to complete if I do not post questions specific to the readings. It is to submit two questions, one quotation, and a comment/observation that reflect your thoughts about or reactions to the assigned materials. You should save copies of all your assignments in the event that Sakai crashes.

Please post your written answers and comments under the appropriate discussion topic on the **Discussion page** on Sakai. This will enable other students to learn what you are thinking and respond to you.

The daily assignments are worth 1 point each. Entries will not be accepted late unless accompanied by a **written explanation** that satisfies University standards. Valid reasons for absences include job and internship interviews, illness, medical emergencies or deaths involving family members, participation in official university events, and so on. Zero points will be given for homework assignments not submitted.

The last daily assignment is a 3-5 page paper that accounts for 5 percentage points of the total 15 percent awarded for daily assignments. This assignment is not one of the two assignments you may skip without penalty! This paper should take the form, "I used to think...., but now I think...." To prepare for writing this paper, review all of your daily posts and choose one or multiple topics that fit the bill. The paper should explain how and why your views have changed. Be sure to cite materials that played a role in the change. The paper should be double-spaced with font size 11.

Satisfactory completion of every assignment earns an A. Your grade will fall from an A by one grade step (A to A- for example) for every missed assignment beyond two. That is, you may miss two homework assignments without hurting your grade. Your grade on this course component will be high so long as you put forth a steady effort.

Class Participation (10 percent)

The quality of our class discussions is dependent on every student's preparation and participation. Prepare for the discussion by reading the assigned materials, posting your homework assignment, and reading those of your classmates.

Not everyone will get to speak at length every day, but by the end of the semester you should be able to reflect on your participation with satisfaction. **Your participation grade will be based on my judgment of the quality, not the quantity of your contributions.** In particular, you should base you comments on your understanding of the assigned materials. Refrain from expressing your opinions unless you are asked expressly for them.

Mortimer Adler has something to say about how to participate in discussion as well as about reading.¹ I hope his advice as it appears below is any enjoyable review for you.

First Adler argues that ". . . **real discussion consists of two or more persons talking to one another, each asking questions, each answering, making remarks and counter-remarks.**" (205) Thus ". . . real conversations, live conversation is a two-way affair in which all parties to it are equally active." (206) When real conversation takes place ". . . each person who takes part in it learns by asking and by answering, [and] each party to the discussion is both a teacher and a learner." (207)

Let us make it our goal to learn through discussion in which each of us assumes the responsibility of teacher and learner. Remember also that the purpose of our discussions is to lift us from a position of understanding *less* to one of understanding *more*. Some days we may conclude that more is defined by very small denominations. Do not be discouraged. Your ability to think critically will be enhanced even on such days.

Requirements of a good discussion

Adler contends that a conversation becomes a good discussion when three requirements are met.

1. The subject matter must permit genuine discussion. Adler submits that ideas are discussible but facts are not. Indeed, he maintains that ". . . to introduce facts into a discussion is to kill the discussion." (207) You and I share responsibility for the subject matter. I have chosen the readings, but often I have chosen more material than it will be possible to introduce during the discussion. You will help decide what points in the readings can bear the weight of profitable discussion. Keep in mind Adler's warning that facts kill a discussion.
2. The motive for the discussion should be to learn, to clarify ideas, ". . . not just to pass the time in idle chitchat or small talk." (208) Our goal should be to get to the essence of the material, not to win the argument. We should guard against personal aggression and contentiousness. We should treat one another with the courtesy we give to guests in our homes.
3. The most important prerequisite is "...to talk to the other person, not just at them. This means that listening is an important, an essential part of discussion. In fact...listening is more important, even as it is more difficult, than talking." (208)

Rules governing personal conduct

Satisfying the three prerequisites--discussible ideas, proper motive, and listening to one another--creates fertile ground for, but does not insure, profitable discussion. Thus Adler provides **two sets of rules governing personal conduct** during discussions. (209-212)

Adler refers to a first set of rules as **intellectual rules governing the use of your mind**. They are:

1. Be relevant--find out what the issue is and stick to it.
2. Don't take things for granted. State your own assumptions and encourage other to state theirs.
3. Avoid arguing fallaciously. Don't cite authority as if they were conclusions. Don't agree or disagree with the other person until you understand what that person has said.
4. If you do disagree, state your disagreement specifically and give reasons why. You can tell people their argument is wrong politely in four ways: "You are *uninformed*, you are *misinformed*, you are mistaken in your reasoning, and you don't carry your reasoning out far enough."

¹ "How to Talk," Ch. 22 in *How to think about the great ideas*, from *The Great Books of Western civilization*, edited by Max Weismann. Chicago: Open Court; [S.I.]: Distributed by Publishers Group West, c.2000, pp. 204-213,

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A second set of **rules is intended to govern your emotions** in the course of an argument. They are:

1. Keep your emotions out of the argument.
2. Catch yourself or the other person getting angry. The signs of anger include shouting, repeating and overemphasizing the point by repeating it again and again, or pounding on the table, using sarcasm, teasing, and getting a laugh on the other student.
3. If you can't control your emotions, beware that they can lead you to say things you don't mean or stubbornly refuse to admit things you really do see.

Adhering to these rules does not prohibit displaying your enthusiasm for the discussion nor your sense of humor. Bear in mind that although discussion can be difficult, it can also be rewarding and occasionally fun.

Fine Arts Exercise (15 percent)

This assignment asks you to consider a different way of knowing about poverty by analyzing a work of studio art, poem, or work of fiction, or another representation of the fine arts. You must compose and submit a 5-7 page essay that describes how the work you have chosen from this genre reveals a lesson about poverty that expands your understanding beyond the lessons from the social sciences that comprise most of our readings. Your essay will be graded on the basis of content, grammar, and syntax.

Acceptable works include the three books I have listed under "Recommended Books." With my **prior** approval you may also substitute other works of art including films, fiction and non-fiction (memoirs) creative writings, paintings, pastels, ceramics objects, sculptures, photographs and photographic essays, etc. The works must be deemed significant by the fine arts discipline—that is, they have been seriously critiqued and judged to be important contributions. When asking to substitute other works, please include this information. I will reject all substitutions with which I am not familiar.

Your paper will not be accepted after the posted due date unless you have received my approval to submit it at a later time. Approval will be granted on for reasons that satisfy University standards.

Exams (60 percent in total)

There will be three exams, two during the semester (20 percent each) and a final exam (20 percent). The exams during the semester will be take-home exams. The final will be given in class during our assigned exam period and is an open book exam. The questions on all three exams will be based on the assigned readings and class discussion.

Students with documented learning disabilities should consult me for accommodations and alternatives. This bears repeating: Students with documented learning disabilities should consult me for accommodations and alternatives. I am the parent of a special education student. I will do my best to ensure that you have a fair chance to demonstrate your knowledge.

Makeup exams will only be administered for students whose absence is excused. Valid reasons for absences include job and internship interviews, illness, medical emergencies or deaths involving family members, participation in official university events, and so on. **Please notify me in advance in writing if you foresee that you will miss an exam. It is up to you to explain your absences.** If I do not receive a written explanation, I will count your absence as unexcused, you will not be allowed to make up the exam and you will receive an F for that exam.

Requests for re-grading examinations must be made in writing on the first class day after the exams have been returned. This is the only day on which I will accept exams for regarding. I will not discuss your exam with you the day it is returned.

Attendance Policy

The Academic Code (reprinted in *Du Lac*) states ‘students are expected to attend classes regularly and punctually.’ I have the same expectation as the University in this regard. Note that your attendance is graded indirectly. If you are not present you cannot contribute to discussion and consequently your participation grade will fall.

Honor Code

The Notre Dame Academic Code of Honor Pledge is observed in this course. To refresh your memory the pledge is, “As a member of the Notre Dame community, I will not participate in or tolerate academic dishonesty.”

The graded work you do in this class must be your own unless I specify otherwise. In the case where you collaborate with other students make sure to fairly attribute their contribution to your project. Deviations from my instructions will be considered a violation of the honor code. Please consult me if you have any questions about my expectations.

Calculation of Course Grade

Your performance on each component of the course will be indicated by a letter grade. Each letter grade has a corresponding numerical value as follows:

A	4.00	B	3.00	C	2.00	F	0.00
A-	3.67	B-	2.67	C-	1.67		
B+	3.33	C+	2.33	D	1.00		

The exams will be graded on a curve. Specifically, after totaling the number of points each student earns on his or her exam, I calculate the mean and standard deviation for the class, and use these statistics to normalize the exam grades. This procedure yields a number that measures how far from the class’s mean grade a student’s score is. I create letter grades based on this distance. For example, A’s are often 1.5 or more standard deviations above the mean; A-s between 1.0 and 1.5 standard deviations; B+s between 0.5 and 1.0 standard deviations; B-s between 0.5 and -0.5 standard deviations, B-s between -0.5 and -1.0; etc. Note that this method puts you in competition with the other students in the class. I do not stand by this method absolutely. If all students’ performances are truly exceptional, all students receive A’s.

Your **course grade** will be based on the weighted-average of these numerical values assigned to letter grades above. The exact formulation is:

$$\text{Course grade} = .10 (\text{class participation}) + .15 (\text{homework assignments} + \text{fine arts assignment}) + .20 (\text{first exam} + \text{second exam} + \text{final exam}).$$

This weighted-average will be converted into a letter grade as follows:

3.75 - 4.00	A	2.75 - 3.24	B	1.75 - 2.24	C
3.50 - 3.74	A-	2.50 - 2.74	B-	1.50 - 1.74	C-
3.25 - 3.49	B+	2.25 - 2.49	C+	0.75 - 1.49	D
below 0.75	F				

You might be interested to know that the University has proposed the following qualitative interpretations of letter grades:

- A (truly exceptional);
- A- (outstanding);
- B+ (very good);
- B (good);
- B- (more than adequate);

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- C+ (acceptable – meets *all* basic standards);
- C (acceptable –meets *most* basic standards);
- C- (acceptable – meets *some* basic standards);
- D (minimally passing); and
- F (failing).

I employ these qualitative interpretations when grading written assignments!

Tentative Course Schedule

The following schedule is tentative and is subject to change as the semester proceeds. However, unless the class as a whole requests a change, the posted **exam dates** are fixed. The material covered on them will reflect the materials we have covered prior to them. **Reading assignments should be completed before class on the day they are listed.**

Helpful hint: Occasionally a link below will not produce a readable copy of the desired document. In this case, I suggest that you google the author's name and or the title of the article. If this does not work, there is an **open courseware (OCW) version** of the syllabus at (<http://ocw.nd.edu/poverty-studies/introduction-to-poverty-studies>). The OCW syllabus is two semesters old and is becoming dated, for example it does not contain the assignments in Banerjee and Duflo's book, *Poor Economics*, but some students found it useful when one of the links below failed them.

August 21, Tuesday, 1st Class Meeting

Topic and assigned materials: Introductions and course information

Please bring your lap top computer to class if you have one. Please take the quiz at <http://www.pbs.org/newshour/rundown/2012/03/white-educated-and-wealthy-congratulations-you-live-in-a-bubble.html>. If you would like to know more about Charles Murray's book, *Coming Apart: The State of White America, 1960-2010* (New York: Crown Forum: 2012), either read the book, or watch Charles Murray summarize it at <http://www.youtube.com/watch?v=YeG4EMmqfag&feature=related>.

Section I: Defining and Measuring Poverty the American Way

August 23, Thursday, 2nd Class Meeting

Topics and assigned materials:

- Why measure poverty?
 - *The Working Poor*: Preface and Introduction, pp. ix-12
- How does the US Government define poverty and count the number of poor Americans?
 - Review all the links at <http://www.census.gov/hhes/www/poverty/about/overview/measure.html>;
 - For official poverty thresholds see, <http://www.census.gov/hhes/www/poverty/data/threshld/index.html>
- How many people lived in income poverty in 2010? How deep is their poverty?
 - *Income, Poverty, and Health Insurance Coverage, 2010*, Current Population Reports, P60-239, especially pp. 14-22 and Appendix B and Tables B1-B3 pp 61-74; available at <http://www.census.gov/hhes/www/poverty/data/incpovhlth/2010/index.html>
 - Check out the interactive map at Spotlight on the States, http://www.spotlightonpoverty.org/poverty_data_map.aspx
- What problems undermine the validity of the official poverty measure?
 - Kathleen Short, *The Research Supplemental Poverty Measure: 2010*, Current Population Reports, P60-241 at <http://www.census.gov/hhes/povmeas/methodology/supplemental/research.html>

August 28, Tuesday, 3rd Class Meeting

Topics and assigned materials:

- Dynamics of poverty--How many Americans experience poverty over their live times and how long do they stay poor?
 - “Census Bureau Survey Shows that Poverty is Primarily and Temporary Condition,” March 16, 2011, at <http://www.census.gov/newsroom/releases/archives/poverty/cb11-49.html>
- Income Inequality—how is income distributed across the U.S. population?
 - For data on US income inequality see:
U.S. Census Bureau, Historical income tables—Income Inequality <http://www.census.gov/hhes/www/income/data/historical/household/index.html> (See especially tables H1-H3 and H8.)
 - Sharon Jank and Lindsay Owens, curators, “Inequality in the United States: Understand Inequality with Data,” <http://www.inequality.com/slides>
 - Paul Solman, *Land of the Rich, Home of the Poor* (video), at <http://www.pbs.org/newshour/businessdesk/2011/08/swedens-super-duper-rich.html>
 - Optional materials (are truly optional and meant to enhance the basic lessons of each day):
 - Chad Stone, Hannah Shaw, Danilo Trisi and Arloc Sherman, A Guide to Statistics on Historical Trends in Income Inequality, Center for Budget and Policy Priorities, November 28, 2011, <http://www.cbpp.org/cms/index.cfm?fa=view&id=3629> (14pp)
 - Michael I. Norton and Dan Ariely, “Building a Better American—One Wealth Quintile at a Time”, *Perspectives on Psychological Science*, February 3, 2011, 6(1) 9-12, available at <http://pps.sagepub.com/content/6/1/9> or <http://www.people.hbs.edu/mnorton/norton%20ariely%20in%20press.pdf>
- Why does the degree of inequality matter?
 - Richard Wilkinson and Kate Pickett, *The Spirit Level: Why Greater Equality Makes Societies Stronger*, Bloomsbury Press, 2011. View the slide show at, <http://www.equalitytrust.org.uk/resources/slides>
- Income Mobility—How many Americans have income as adults that is different from their parents?
 - Jason DeParle, “Harder for Americans to Rise From Lower Rungs,” *The New York Times*, January 4, 2012, at http://www.nytimes.com/2012/01/05/us/harder-for-americans-to-rise-from-lower-rungs.html?_r=1 (4pp)
 - Optional materials:
 - Julia B. Isaacs, “Economic Mobility of Families Across Generations,” *The Brookings Institution*, at http://www.economicmobility.org/assets/pdfs/EMP_FamiliesAcrossGenerations_Chapter1.pdf
 - Thomas Deleire and Leonard Lopoo, *Family Structure and the Economics Mobility of Children*, Pew Charitable Trusts, at http://www.economicmobility.org/assets/pdfs/Family_Structure.pdf

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- Miles Corak, "Do Poor Children Become Poor Adults?" IZA Discussion Paper No. 1993 March 2006, available at <http://ftp.iza.org/dp1993.pdf>
- Scott Winship, "Mobility Impaired," National Review Online, November 7, 2011 at <http://www.nationalreview.com/blogs/print/282292>.

August 30, Thursday, 4th Class Meeting

Topic and assigned materials:

- What are the characteristics of those Americans most likely to experience poverty? How had this changed through time? Focus especially on children, African-Americans, and Hispanics
 - Maria Cancian and Sheldon Danziger, "Changing Poverty and Changing Antipoverty Policies," Ch. 1 in book of the same name, Russell Sage Foundation, 2009. pp. 1- 31
<http://www.irp.wisc.edu/publications/dps/pdfs/dp136409.pdf> (37 pp)
 - See Focus, Vol. 26, No. 2, Fall 2009,
<http://www.irp.wisc.edu/publications/focus/pdfs/foc262a.pdf> for an abbreviated version of this chapter. (5pp).
 - *America's Children in Brief: Key National Indicators of Well-Being*,
<http://childstats.gov/americaschildren/index.asp>, Forum on Family and Child Statistics.
- How does being Black affect the probability of being poor?
 - National Urban League, *The State of Black America 2012*, pp. 10-42, available at <http://www.iamempowered.com/node/23900>. These papers present and interpret the Black-White Equality Index and the Hispanic-White Equality Index
 - The Pew Charitable Trusts, *Collateral Costs: Incarceration's Effect on Economic Mobility*. Washington, DC: 2010, pp. 3-18, available at http://www.pewtrusts.org/news_room_detail.aspx?id=60964. Once you are on this page, look for the link to the full report. Pay special attention to the incarceration rates presented on pp. 6-9.
 - Watch Michelle Alexander lecture about her book, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, The New Press: 2010, at <http://www.youtube.com/watch?v=lgM5NAq6cGI>. (59 minutes). If this site doesn't cooperate there are many other versions of this lecture available on You Tube. Watch one of them.
- Optional materials:
 - June Cross and Henry Louis Gates, Jr., *Two Nations of Black America*, Frontline, 1998, Hesburgh Library Audio Center Videocassette A258-117 VC. Also available on Netflix. A transcript of this film is available at <http://www.pbs.org/wgbh/pages/frontline/shows/race/etc/script.html>
 - Listen to Gwendolyn Brooks read her poetry, especially "The Children of the Poor," and "We Real Cool," at <http://www.poetryfoundation.org/poetrymagazine/poem/14377>

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- Are Black Americans treated equally under the Criminal Justice System?
 - John Paul Stevens, "Our 'Broken System' of Criminal Justice, *The New York Review of Books*, November 10, 2011, posted on Sakai in the "Justice System" folder
 - Michelle Alexander, "The New Jim Crow," http://en.wikipedia.org/wiki/The_New_Jim_Crow, at http://en.wikipedia.org/wiki/The_New_Jim_Crow. See especially Section 3 that offers criticisms of *The New Jim Crow*.

September 4, Tuesday, 5th Class Meeting

Topic and Readings: The Special Problems of Families headed by Single Women

- Pew Social and Demographic Trends, "Interactive, The Changing American Family," available at <http://www.pewsocialtrends.org/2010/11/18/five-decades-of-marriage-trends/>, November 2, 2010
- Pew Social and Demographic Trends, "Attitudes about the Changing American Family," <http://www.pewsocialtrends.org/attitudes-about-the-changing-american-family/>, November 2, 2010. This is a public opinion poll. Take the poll and then compare your answers to the poll results.
- The Annie E. Casey Foundation, *2012 Kids Count Data Book: National and state-by-state data on key indicators of child well-being*. Available at <http://datacenter.kidscount.org/DataBook/2012/OnlineBooks/KIDSCOUNT2012DataBookFullReport.pdf>. This is a resource book you may want to use throughout the semester. Pay special attention to pages 17-19 for today.
- Kathryn Edin and Maria Kefalas, "Conclusion: Making Sense of Single Motherhood," Chapter 7 in *Promises I Can Keep*, University of California Press, 2011. Posted on Sakai.
- Jennifer Augustine, Timothy Nelson, and Kathryn Edin, "Pathways to Fatherhood: Low-Income, Non-Custodial Men's Roles in Fertility Decisions," <http://paa2008.princeton.edu/download.aspx?submissionId=80801>
- Optional materials
 - Pew Social and Demographic Trends, *The Decline of Marriage and the Rise of New Families*, available at <http://www.pewsocialtrends.org/2010/11/18/the-decline-of-marriage-and-rise-of-new-families/>

September 6, Thursday, 6th Class Meeting

Topic and assigned materials:

- What's wrong with measuring income as a lack of income? Alternative approaches to measuring American poverty
 - Robert Haveman, "What Does It Means to be Poor in a Rich Society? *Focus*, Vol. 26, No. 2, Fall 2009, available at <http://www.irp.wisc.edu/publications/focus/pdfs/foc262n.pdf>, (6 pp).
 - *The Measure of America 2010-11 (MoA)*, Read the Forward, Executive Summary, and Parts 1 and 2 (from the first page through page 55). Also check out the Measure of America web site at <http://www.measureofamerica.org/>.

September 11, Tuesday, 7th Class Meeting

Topics and assigned materials:

- Approaches to international and global poverty measurement
 - *Global Civil Society 2009: Poverty and Activism (GCS 2009)*, Chapter 2, “Global Poverty and Civil Society,” pp. 43-57. Posted on Sakai
 - The Human Development Index (HDI)
 - *World Development Report 2010, The Real Wealth of Nations: Pathways to Human Development*, Chapter 5, “Innovations in measuring inequality and poverty,” at <http://hdr.undp.org/en/reports/global/hdr2010/chapters/> (16 pp). Scroll down to “2010 Report Presentation,” and study the “LONG” slide show there.

Section II: Measuring Global Poverty

September 13, Thursday, 8th Class Meeting

Topics and assigned material:

- How much global poverty is there? Where is it?
 - *Human Development Report 2011, Sustainability and Equity: A Better Future for All*, available at: <http://hdr.undp.org/en/reports/global/hdr2011/download/en/>. Scroll down to: Human Development Statistical Tables [857 KB] and peruse the tables. Note that you will see poverty rates for the \$1 a day measure also.
 - Global Issues: Social, Political, Economic and Environmental Issues That Affect Us All, <http://www.globalissues.org/article/26/poverty-facts-and-stats>
- How have the rich nations of the world reacted to extreme poverty in developing nations?—The Millennium Development Goals
 - The goals and targets: <http://www.unmillenniumproject.org/goals/gti.htm>,
 - A summary of progress: <http://www.un.org/apps/news/story.asp?NewsID=42372&Cr=mdg&Cr1=>; and
 - A full report of progress <http://www.un.org/millenniumgoals/pdf/MDG%20Report%202012.pdf>

September 18, Tuesday, 9th Meeting

Topics and assigned materials:

- Why have only three of the eight the Millennium Development Goals been met? The big debate over foreign aid.
 - Abhijit Banerjee and Esther Duflo, “Think, Think Again,” Ch. 1 in *Poor Economics*, pp. 1-16.

Poor Economics has a extensive web site, <http://pooreconomics.com/>, that presents summaries of each chapter and supplementary materials including maps, PowerPoint lectures by the authors, and videos. You should visit this web site and go the relevant chapter every time you read a new chapter.
 - Nicholas Kristof, “Aid: Can It Work?” *New York Review of Books*, October 5, 2006. Posted on Sakai.

- Optional materials:
 - Jeffrey Sachs, "A Global Family Portrait," Chapter One in *The End of Poverty*, Penguin Books, 2005: 5-25.
 - <http://www.scribd.com/doc/38483331/The-End-of-Poverty-Economic-Possibilities-for-Our-Time-Jeffrey-Sachs>. If you want to read about the "Big Push," in Sachs' words, read Chapters 12, 13, and 14.
 - William Easterly, "Planners versus Searchers," Ch. One in *The White Man's Burden*, Penguin books, 2006, available at Google Books, http://books.google.com/books?id=Dcj_Ju1wICkC&pg=PT427&lpg=PT427&dq=Ch.+1+Planners+versus+searchers&source=bl&ots=Lczq6tUrtE&sig=ys8fpzyugfb6eWP4j8Uci01WuDU&hl=en#v=onepage&q=Ch.%201%20Planners%20versus%20searchers&f=false

September 20, Thursday, 10th Class Meeting

Topics and assigned materials:

- Do we have an ethical responsibility to assist persons living in poverty? Does this apply to persons everywhere or only in developing nations?
 - United States Catholic Bishops, *Economic Justice for All, Pastoral Letter on Catholic Social Teaching and the U.S. Economy, 1986*, especially pp. 8-28, available at http://www.usccb.org/upload/economic_justice_for_all.pdf. If you have trouble with this link, simply *google Economic Justice for All!*
 - Rebecca Blank, "Who Should Help the Poor?" Ch. 5 in *It Takes a Nation*. (32 pp) Posted on Sakai in the "Ethics of assisting the poor" folder.

❖ **First take-home exam distributed!!**

❖ **Due Date: Post your exam on the "Assignments" page of Sakai by 1 am, Tuesday, September 25.**

Section III: Affordable Housing

September 25, Tuesday, 11th Class Meeting

Topics and Assigned materials:

- What is substandard housing? How many people live in substandard housing here and around the world?
 - Habitat for Humanity, <http://www.hfhi.org/how/poverty.aspx>. Peruse the links for US Statistics and International Statistics.
 - National Housing Conference, Center for Housing Policy, *Paycheck to paycheck: an interactive database comparing wages and housing costs*, available at <http://www.nhc.org/chp/p2p/>. **Check out this database.** It presents wage information for more than 70 occupations and home prices and rents for more than 200 metropolitan areas. *Paycheck to Paycheck* utilizes consistent measures of wages and housing costs so you can:
 - See how workers in your metropolitan area are faring in the housing market;
 - View the big picture for housing affordability for working families in various occupations across the country; and

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- Use these analyses as a template to examine wages and housing costs in neighborhoods in your community.
- How and why does the quality of housing matter?
 - Familiarize yourself with the materials at “How Housing Matters to Families and Communities,” A MacArthur Foundation Initiative at http://www.macfound.org/site/c.kLXJ8MQKrH/b.6547273/k.2EE7/How_Housing_Matters_to_Families_Communities.htm. Your assignment for today is to summarize why the quality of housing matters.
 - Listen to *This American Life*, 361: “Fear of Sleep, Act Two, Sleep’s Tiniest Enemies,” at <http://www.thisamericanlife.org/radio-archives/episode/361/fear-of-sleep?act=2>, listening time, 11 minutes.
- What programs does the U.S. Government to address housing needs?
 - U.S. Department of Housing and Urban Development, <http://www.hud.gov/>.

September 27, Thursday, 12th Class Meeting

Topics and assigned materials:

- How many people are homeless in the U.S.? Why are persons and families homeless?
 - National Coalition for the Homeless, <http://www.nationalhomeless.org/>. In particular, see <http://www.nationalhomeless.org/factsheets/Why.pdf>
 - National Alliance to End Homelessness, <http://www.endhomelessness.org/>
- Who advocates for homeless persons and families? What does our government do for the homeless?
 - In addition to the first two links, see National Law Center on Homelessness and Poverty, <http://www.nlchp.org/>
- What federal programs are available to assist homeless persons and families?
 - David Long, MA, MPP, John Rio, MA, CRC, and Jeremy Rosen, “Employment and Income Support for Homeless People,” available at <http://aspe.hhs.gov/hsp/homelessness/symposium07/long/index.htm>. This report has brief descriptions of the various programs.

Section IV: Food and Hunger

October 2, Tuesday, 13th Class Meeting

Topics and assigned materials: [Global Hunger](#)

- What is hunger? How many of the world’s people are hungry and where do they live? What causes hunger? What are the consequences of hunger for individuals? Societies?
 - Surf the following international agencies
 - Food and Agriculture Organization of the United Nations, <http://www.fao.org/>, especially their Food Security page: <http://www.fao.org/hunger/en/>
 - United Nations World Food Programme <http://www.wfp.org/hunger>

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- “2011 World Hunger Poverty Facts and Statistics” available at <http://www.worldhunger.org/articles/Learn/world%20hunger%20facts%202002.htm>
- The Hunger Project, <http://www.thp.org/home>
- Abhijit Banerjee and Esther Duflo, “A Billion Hungry People?” Ch. 2 in *Poor Economics*, pp. 19-40. Also go to <http://pooreconomics.com/> and examine the materials for Chapter 2.

October 4, Thursday, 14th Class Session

Topics and assigned materials: Hunger in the United States of America

- How do we measure hunger in the U.S. and how do these measures compare with measures in developing nations?
 - USDA, Economic Research Service, Feeding America, Briefing Room, Food Security in the United States, <http://www.ers.usda.gov/Briefing/FoodSecurity/>
- Which Americans are at highest risk for hunger, and what are the consequences of being hungry?
 - *Hunger in America*, <http://www.pbs.org/moyers/journal/04112008/profile4.html>. See particularly the 13-minute video at <http://www.pbs.org/moyers/journal/04112008/watch.html>]
 - Feeding America, <http://feedingamerica.org/>, especially <http://feedingamerica.org/hunger-in-america/hunger-studies/~media/Files/research/child-insecurity-economic-impact/executive%20summary%20economic%20impact%20child%20food%20insecurity.aspx?pdf>, and <http://feedingamerica.org/hunger-in-america/impact-of-hunger/physical-and-mental-health.aspx>
- What government programs provide nutritional supplements?
 - Go to <http://feedingamerica.org/how-we-fight-hunger/programs-and-services/public-assistance-programs.aspx> and peruse all the links.
 - For additional information about SNAP eligibility, go to http://www.fns.usda.gov/snap/applicant_recipients/eligibility.htm.
 - For a list of foods that can and cannot be bought with food stamps, go to <http://www.fns.usda.gov/snap/retailers/eligible.htm>.
 - For information about the Women, Infants, and Children program, go to <http://www.fns.usda.gov/wic/>.
- Optional materials:
 - See the two part series aired by NPR that follows a low-income mother in her search for affordable food. Part 1, “A Daily Fight to Find Food,” at <http://www.npr.org/templates/story/story.php?storyId=128618224> ;
 - Part 2, “Eating Nutritiously A Struggle When Money is Scarce,” at <http://www.npr.org/templates/story/story.php?storyId=128621057>.

Section V: Gender Equity

October 9, Tuesday, 15th Class Meeting

Topics and assigned materials: Violence against Poor Women and Girls in the United States

- How are poverty and sexual violence related in the U.S.?
 - *The Working Poor*, Chapter Six: Sins of the Fathers, pp. 142-173.

Sedlak, A.J., Mettenburg, J., Basena, M., Petta, I., McPherson, K., Greene, A., and Li, S. (2010). *Fourth National Incidence Study of Child Abuse and Neglect (NIS-4): Report to Congress*. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families.
http://www.acf.hhs.gov/programs/opre/abuse_neglect/natl_incid/reports/natl_incid/nis4_report_congress_full_pdf_jan2010.pdf, 4 pp.

This is a reference guide. You do not need to read it cover to cover, but be familiar with the kinds of information you can find there. If the link above doesn't work, google the title of the report.
 - Michigan Domestic Violence Protection & Treatment Board, "The Intersection of Poverty and Sexual Violence," February 2008, available at <http://cdm9006.cdmhost.com/cdm/singleitem/collection/p9006coll4/id/87277>, (4 pp.). This article gives explains that poor women are more likely to be being abused, and that being sexually abused raises the probability of being poor.
 - Susan Schechter, "Expanding Solutions for Domestic Violence and Poverty: What Battered Women with Abused Children Need from Their Advocates," *Building Comprehensive Solutions to Domestic Violence, Publication #13, National Resource Center on Domestic Violence*, Harrisburg, PA: December 2000, (13 pp.) Available at http://snow.vawnet.org/print-document.php?doc_id=229&find_type=web_sum_NRCDV. This article reviews the kinds of public policy interventions available and explains why abused women stay with their abusers.
 - Kayrita M. Anderson, *e-Update, CHILD PROSTITUTION IN IMPOVERISHED COMMUNITIES ~ AN OVERLOOKED CONSEQUENCE OF AN ABSENCE OF OPPORTUNITY*, *Spotlight on Poverty and Opportunity*, Washington, DC: November 4, 2009. Copyright © 2009 Spotlight on Poverty, (1 pp.) The article documents child trafficking and prostitution in the USA.
- Optional materials:
 - Jean Calterone Williams, "Domestic Violence and Poverty: The Narratives of Homeless Women," *Frontiers: A Journal of Women Studies*, Vol. 19, No. 2, Varieties of Women's Oral History (1998), pp. 143-165, Article Stable URL: <http://www.jstor.org/stable/3347163>. Also posted on Sakai.
 - Watch the film, *Precious* (Based on the novel *Push* by Sapphire), available in Hesburgh Library Audio Center DVD (D 02266)
 - [DOMESTIC VIOLENCE, WELFARE AND POVERTY BIBLIOGRAPHY](#), compiled by Nancy Flanakin, National Center on Domestic and Sexual Violence, Austin, TX: July 2004.

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- [EARLY CHILDHOOD, DOMESTIC VIOLENCE AND POVERTY: HELPING YOUNG CHILDREN AND THEIR FAMILIES](#), edited by Susan Schechter, School of Social Work, University of Iowa, Iowa City, IA: January 2004. Copyright © 2004 The University of Iowa.
- National Online Resource Center on Violence Against Women, Special Collection, Poverty and Domestic Violence (A Bibliography), available at <http://snow.vawnet.org/special-collections/DVPoverty.php>

October 11, Thursday, 16th Class Meeting

Topics and assigned materials:

- Violence against Poor Women and Girls in Developing Nations
 - Nicholas Kristof and Sheryl WuDunn, "The Women's Crusade," *New York Times Sunday Magazine*, August 23, 2009, pp. 28-39, <http://www.nytimes.com/2009/08/23/magazine/23Women-t.html>
 - Watch the first two videos at <http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/EXTWDR2012/0,,contentMDK:23003485~pagePK:64167689~piPK:64167673~theSitePK:7778063,00.html>, (running time 8 minutes) and then scan the full report, *World Development Report 2012, Gender Equality and Development*, at <http://go.worldbank.org/6R2KGVEXPO>.
 - Watch "Witness: Field of Hope" about rape survivors in the Congo at <http://www.youtube.com/watch?v=n35wgikamaM>, (running time: 25 minutes)
 - Surf *The Sold Project*, at <http://thesoldproject.com/>. This is the web site for a student led effort to prevent child prostitution.
- Optional materials:
 - World Health Organization, Women, Gender and Health, <http://www.who.int/gender/en/>

Fall Break—October 13-21

Section VI: A Long and Healthy Life

October 23, Tuesday, 17th Class Meeting

Topics and assigned materials: Health care Issues in developing nations

- What are the primary health care issues in developing nations?
- What are the costs of inadequate health care services to individuals and nations?
 - Health Issues at Global Social, Political, Economic and Environmental Issues That Affect Us All, <http://www.globalissues.org/issue/587/health-issues> . Be sure to check out the AIDS link.
 - Kaiser Family Foundation, The Global HIV/AIDS Epidemic: Fact Sheet, July 2012, available at <http://www.kff.org/hiv/aids/3030.cfm>

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- Abhijit Banerjee and Esther Duflo, “Low-Hanging Fruit for Better (Global) Health?” Ch. 3 in *Poor Economics*, pp. 41-70. Go to <http://pooreconomics.com/> and watch the videos, Name of the Disease at <http://www.youtube.com/watch?v=PgOM5tTilk4> (running time approximately 1 hour).
- Films by the Young Carers, South Africa Project. Watch *at least one* of the following films:
 - Manguzi: Raising Our Children in Rural South Africa Documentary, available at: <http://www.youtube.com/watch?v=KnOAVf9iAY4>, (running time 17 minutes). This documentary was officially screened at AIDS 2012: XIX International AIDS Conference in Washington DC. It provides a personal account of challenges faced by caregivers of children in HIV-endemic communities of Rural South Africa.
 - Helen Epstein, “South Africa’s AIDS Orphans: Breaking the Silence,” *The New York Review of Books*, July 31, 2012. Watch the vimeo (running time 16 minutes). available at <http://www.nybooks.com/blogs/nyrblog/2012/jul/18/south-africa-aids-orphans-breaking-silence/?printpage=true>. Be patient and hopefully a film will appear under the title. If you have trouble, try http://www.nybooks.com/blogs/nyrblog/2012/jul/18/south-africa-aids-orphans-breaking-silence/?utm_medium=email&utm_campaign=July+31+2012&utm_content=July+31+2012+CID_05df1ecf55d5c8bcb9a2ad7c67f04700&utm_source=Email+marketing+software&utm_term=AIDS+Orphans+Breaking+the+Silence.
- Optional materials:
 - Watch *Yesterday*, an HBO film starring Leleti Khumalo, (running time 95 minutes). Posted on Sakai.
 - World Health Organization, peruse Current and Previous Reports at: <http://www.who.int/hiv/topics/en/>
 - Barry Popkin, The World Is Fat: Obesity Now Outweighs Hunger Worldwide, Science Talk August 15, 2007, a podcast available at <http://www.scientificamerican.com/podcast/episode.cfm?id=8DFF8662-E7F2-99DF-38E67664ABFF1D05&print=true>; and/or view the PowerPoint presentation at <http://www.cpc.unc.edu/projects/nutrans/presentations/worldisfat.ppt/view>.

October 25, Thursday, 18th Class Meeting

Topics and assigned materials: Health status and disparities among U.S. populations

- Are the poor at higher risk for disease? If so, which diseases in particular?
 - *MoA*, Chapter 2: “A Long and Healthy Life,” pp.58-109.
 - Watch “is Poverty a Death Sentence,” at <http://ampedstatus.org/senator-sanders-poverty-is-a-death-sentence-cuts-6-5-years-off-life-expectancy-video/>, (running time 8 minutes).
- Are they more likely to receive inadequate care?
 - Suzy Hansen, “What Can Mississippi Learn from Iran,” *The New York Times Sunday Magazine*, July 29, 2012, available at http://www.nytimes.com/2012/07/29/magazine/what-can-mississippi-health-care-system-learn-from-iran.html?_r=1

- “Hope In the Wreckage,” A photographic slide show to accompany Hansen’s “What Can Mississippi Learn from Iran,”
http://www.nytimes.com/slideshow/2012/07/29/magazine/29healthcare_ss.html#1
- How has medical care assistance been provided to the poor in the past?
 - Katherine Swartz, “Health Care for the poor: For whom, what care, and whose responsibility?” *Focus*, Vol. 26, No. 2, Fall 2009, pp. 69-74.
<http://www.irp.wisc.edu/publications/focus/pdfs/foc2621.pdf>
- How will medical care assistance be provided to the poor in the future?
 - Kaiser Family Foundation, Summaries of the Affordable Care Act
 - Short Summary of Coverage Provisions,
<http://www.kff.org/healthreform/8023.cfm>
- Optional materials:
 - Long Summary and Implementation Timeline of the Coverage Provisions of the Affordable Care Act, <http://www.kff.org/healthreform/8061.cfm>
 - *The Working Poor*, Chapter Seven, “Kinship,” pp. 174-193.

October 30, Tuesday, 19th Class Meeting

- ❖ **Please post your Fine Arts Paper on Sakai on the “Assignments” page by 1 am today, Tuesday, October 30.**

Topics and assigned reading: The Special Health Problems of Poor Children

- Overview
 - David Seith and Elizabeth A. Isakson, *Who are America’s Poor Children?: Examining Health Disparities by Race and Ethnicity*, National Center on Children in Poverty, January 2011, (15 pp.) available at http://nccp.org/publications/pub_995.html
- Obesity
 - Review *MOA*, Chapter 2, Part II, pp. 84-91.
 - Center for American Progress: Childhood Obesity by the Numbers at http://www.americanprogress.org/issues/2011/10/childhood_obesity_numbers.html ;
 - Jennifer Brody, “The Global Epidemic of Childhood Obesity: Poverty, Urbanization, and the Nutrition Transition,” *Nutrition Bytes*, Volume 8, Issue 2, 2002, available at <http://escholarship.org/uc/item/1xb9x54z>
- Asthma and Lead Poisoning
 - U.S. Environmental Protection Agency, Science Notebook, Population Disparities in Asthma, available at <http://www.epa.gov/epahome/sciencenb/asthma/PopulationDisparities.html>
 - Crystal Gammon and Environmental Health News, “Poverty, Pollution and People of Color,” *Scientific American*, June 20, 2012, available at <http://www.scientificamerican.com/article.cfm?id=pollution-poverty-people-color-asthma-inner-city>. This is a seven-part series with each part being 3-5 pages.

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- **Optional materials:**
 - *The Working Poor*, Chapter Eight: “Body and Mind,” pp. 201-230.

November 1, Thursday, 20th Class Meeting

Topics and assigned reading:

- How does living in poverty effect cognitive development?
 - Paul Krugman, “Poverty is Poison,” *New York Times*, February 18, 2008, <http://www.nytimes.com/2008/02/18/opinion/18krugman.html?hp>
 - Bruce Perry and Maia Szalavitz, “Tina’s World,” Chapter 1, in *The Boy Who Was Raised as a Dog: And Other Stories for a Child Psychiatrist’s Notebook*, Basic Books, 2006. Posted on Sakai.
 - Jack P. Shonkoff, MD, FAAP, A Promising Opportunity for Developmental and Behavioral Pediatrics at the Interface of Neuroscience, Psychology, and Social Policy: Remarks on Receiving the 2005 C. Anderson Aldrich Award
<http://pediatrics.aappublications.org/cgi/content/full/118/5/2187?maxtoshow=&HITS=10&hits=10&RESULTFORMAT=&fulltext=Shonkoff&andorexactfulltext=and&searchid=1&FIRSTINDEXTYPE=0&sortspec=relevance&resourcetype=HWCIT>

❖ **Second take-home exam distributed.**

❖ **Due Date: Post your exam on the “Assignments” page of Sakai by Monday, November 5, 2012 at 11:00 pm.**

Section VII: Education and Poverty

November 6, Tuesday, 21st Class Meeting

Topics and assigned materials:

- What is the payoff to education for low-income students?
 - *MoA*, Part 3, “Access to Knowledge,” pp.110-151.
 - Jared Bernstein, “Is Education the Cure for Poverty?” *The American Prospect*, April 22, 2007, (2 pp.), available at http://www.prospect.org/cs/articles?article=is_education_the_cure_for_poverty
- How do the educational opportunities of low-income students with disadvantaged backgrounds differ from those of other students?
 - Helen Ladd, “Education and Poverty: Confronting the Evidence,” forthcoming in *JPAM*, <http://sanford.duke.edu/research/papers/SAN11-01.pdf>
- **Optional materials:**
 - College Board, *Education Pays, 2010*, http://trends.collegeboard.org/education_pays
 - Brian Jacob and Jens Ludwig “Improving Educational Outcomes for Poor Children,” Ch. 10 in

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Changing Poverty, Changing Policies, Maria Cancian and Sheldon Danziger eds., Russell Sage Foundation, 2009, pp. 266-300. See <http://www.irp.wisc.edu/publications/focus/pdfs/foc262j.pdf> for an abbreviated version of this chapter.

November 8, Thursday, 22nd Class Meeting

Topics and assigned readings:

- What is the big push for early intervention and universal preschool?
 - Eric I. Knudsen, et al., Economic, neurobiological, and behavioral perspectives on building America's future workforce, PNAS, July 5, 2006, vol. 103, no. 27, pp. 10155-10162, <http://ftp.iza.org/dp2190.pdf>
- Will nurturing poor children from cradle through high school deliver them from poverty?
 - Paul Tough, The Harlem Project, New York Times Sunday Magazine, June 20, 2004, <http://query.nytimes.com/gst/fullpage.html?sec=health&res=9507E7D91030F933A15755C0A9629C8B63>
 - View, *60 Minutes The Harlem Children's Zone*, posted on Sakai. (13 minutes)
- Optional materials:
 - The following articles represent two opposing conclusions regarding the sufficiency of high quality schools in eliminating poverty.
 - Will Dobbie and Roland G. Fryer, Jr., "Are Higher Quality Schools Enough to Close the Achievement Gap? Evidence From a Social Experiment in Harlem," NBER Working Paper 15473, available at <http://www.nber.org/papers/w15473>
 - Grover J. Whitehurst and Michelle Croft, "The Harlem Children's Zone, Promise Neighborhoods, and the Broader, Bolder Approach to Education," The Brookings Institution, 2010, http://www.brookings.edu/reports/2010/0720_hcz_whitehurst.aspx

November 13, Tuesday, 23rd Class Meeting

Topics and assigned materials:

- What are the chief educational problems in developing nations?
 - Abhijit Banerjee and Esther Duflo, "Top of the Class," Chapter 4 in *Poor Economics*, Public Affairs, New York, 2011, pp. 71-101. Remember to review the materials at <http://pooreconomics.com/>.
- Optional materials:
 - *The First Grader*, a film by the National Geographic Society, posted on Sakai. Running time 103 min. Also watch the "short documentary." It interviews the actual first grader and his teacher!

Section VIII: Employment and Wages

November 15, Thursday, 24th Class Meeting

Topics and assigned materials:

- Does work pay?
 - *MoA*, Part 3, “A Decent Standard of Living,” pp.152-190.
- Why is it difficult for the poor to work their way out of poverty?
 - *The Working Poor*: Chapter Two: “Work Doesn’t Work,” pp. 39-76.

Section IX: Poverty and Immigration

November 20, Tuesday, 25th Class Meeting

Topics and assigned materials: Migration into the United States

- Why do immigrants come to the U.S.?
 - *The Working Poor*: Chapter Three: “Importing the Third World,” pp. 77- 95.
- How does the case of migrant farm workers illustrate the problems of all immigrant workers in the U.S.?
 - *The Working Poor*, Chapter Four: ‘The Harvest of Shame,’” pp. 96-120
 - Edward R. Morrow, *Harvest of Shame*, 1960 , available at Hesburgh Library Audio Center Video storage; Ask at Audio Visual desk (M984-1 VC) (running time 55 minutes)
 - “Harvest of Shame, 50 Years Later,” a CBS News Report available at <http://www.cbsnews.com/stories/2010/11/24/eveningnews/main7087361.shtml>
- How does migration contribute to the problem of poverty in the U.S.?
 - Stephen Raphael and Eugene Smolensky, “Immigration and Poverty in the United States,” *Focus*, Vol. 26, No. 2, Fall 2009, pp. 27-31, available at <http://www.irp.wisc.edu/publications/focus/pdfs/foc262e.pdf>
 - Jason DeParle, Americans Still (Mostly) Welcome Immigrants, Survey Finds, at <http://economix.blogs.nytimes.com/2011/12/15/americans-still-mostly-welcome-immigrants-survey-finds/>, December 15, 2011.
- Optional materials:
 - *Immokalee USA*, a documentary by Georg Koszulinski.
 - Surf the website of the Coalition of Immokalee Workers, <http://ciw-online.org/>
 - Mary Bauer and Monica Ramirez, *Injustice on our Plates: Immigrant Women in the U.S. Food Industry*, Southern Poverty Law Center, 2010, available at <http://www.splcenter.org/get-informed/publications/injustice-on-our-plates>

November 27, Tuesday, 26th Class Meeting

Topics and assigned materials: Global Migration

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- For trends in immigration and many other informative materials see the Global Migration Group, <http://www.globalmigrationgroup.org/>. You may find the report, “Maximizing the Impact of Remittances,” especially interesting.
- The following brief articles are by Jason DeParle and appeared in *The New York Times* on the dates indicated. They explain different aspects and issues of immigration in different parts of the world.
 - “A Global Trek to Poor Nations, From Poorer Ones,” December 27, 2007, available at <http://www.nytimes.com/2007/12/27/world/americas/27migration.html?pagewanted=all>
 - “Should We Globalize Labor Too?” June 10, 2007, available at http://www.nytimes.com/2007/06/10/magazine/10global-t.html?_r=1&oref=slogin&pagewanted=print
 - “Border Crossings; Fearful of Restive Foreign Labor, Dubai Focuses on Reforms,” August 6, 2007, available at <http://query.nytimes.com/gst/fullpage.html?res=940DE7DF1239F935A3575BC0A9619C8B63&pagewanted=all>
 - “Born Irish, but With Illegal Parents,” February 25, 2008, at <http://www.nytimes.com/2008/02/25/world/europe/25ireland.html?pagewanted=print>
 - “Jobs Abroad Support ‘Model’ State in India,” September 7, 2007, <http://www.nytimes.com/2007/09/07/world/asia/07migrate.html?pagewanted=print>
 - Map of Migration Patterns from Poor Nations to less Poor Nations, http://www.nytimes.com/imagepages/2007/12/27/world/20071227_MIGRATION_GRAPHIC.html
- Optional articles from the same series by Jason DeParle:
 - “A Tiny Staff, Tracking People Across the Globe,” February 4, 2008, at <http://www.nytimes.com/2008/02/04/washington/04migration.html?pagewanted=print>
 - “Western Union Empire Moves Migrant Cash Home,” November 22, 2007, at <http://www.nytimes.com/2007/11/22/world/22western.html?pagewanted=print>
 - “Spain, Like U.S., Grapples With Immigration,” June 10, 2010, at <http://www.nytimes.com/2008/06/10/world/europe/10migrate.html?pagewanted=print>
- Other Optional Materials:
 - Arlie Russell Hochschild, “*Love and Gold*,” in *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*, Edited by Barbara Ehrenreich and Arlie Russell Hochschild, at http://us.macmillan.com/BookCustomPage_New.aspx?isbn=9780805075090.

Section X: Overview Of Programs To Supplement Economic Resources And Purchasing Power

November 29, Thursday, 27th Class Meeting

Topics and assigned materials:

- How does our government assist the poor?
 - John Karl Scholz, Robert Moffitt, and Benjamin Cowan, "Trends in Income Support," Ch. 8 in *Changing Poverty, Changing Policies*, Russell Sage Foundation, 2009, pp. 203-241. For an abbreviated version of this chapter see *Focus*, Vol. 26, No. 2, Fall 2009, <http://www.irp.wisc.edu/publications/focus/pdfs/foc262h.pdf> (7 pp.)

Section XI: Goals and Policy Prescriptions

December 4, Tuesday, 28th Class Meeting

Topics and assigned materials:

- *What solutions do our texts propose?*
 - *MoA*, Part 4, 8-Point Human Development Agenda, pp. 152-159.
 - *The Working Poor*, Chapter Eleven, "Skill and Will," pp. 285-300.

December 6, Thursday, 29th Class Meeting

Topics and assigned materials:

- What are the politics of Reform?
 - Use the Internet to define the positions of the presidential candidates on poverty issues.
 - R. M. Schneiderman, "Why do Americans Still Hate Welfare?," *New York Times*, December 10, 2008, <http://economix.blogs.nytimes.com/2008/12/10/why-do-americans-still-hate-welfare/?emc=eta1>
 - Margy Waller, "Reducing Poverty is the Wrong Goal," *Philadelphia Daily News*, Jan.5, 2009. At <http://www.mobilityagenda.org/home/page/Reframing-the-Poverty-Debate.aspx>
 - Mary Jo Bane, "Poverty Politics and Policy," Ch. 13 in *Changing Poverty, Changing Policies*, Russell Sage Foundation, 2009, pp. 367-385. For a summary of this chapter, see *Focus*, Vol. 26, No. 2, Fall 2009, available at <http://www.irp.wisc.edu/publications/focus/pdfs/foc262m.pdf> (6 pp)

FINAL EXAM

- ❖ PS20000-01, TT 12:30-1:45, Friday, December 14, 1:45- 3:45, 209 O'Shag
- ❖ PS20000-02, TT 2:00-3:15, Tuesday, December 11, 1:45- 3:45, 209 O'Shag