

Poverty and Human Capability101

An Interdisciplinary Introduction

Fall, 2012

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1:25-2:20 (MWF) duPont 202
Office: Holekamp 206
Hours: 3:30-6:00 MTWThF
and by appointment

About This Course

This course examines poverty as a problem for individuals, families, and societies. It focuses on the United States, perhaps the *most impoverished* of any developed nation.

This course emphasizes discussion intended to advance *understanding* and prompt *critical analyses* of the assigned readings. You will write (and may revised for a higher grade) papers based primarily on these readings. The first paper will state the issues; later papers will state the issues and defend a position on an assigned topic. The readings do not present a consensus position. The authors occupy a broad spectrum of political, economic, and moral opinions. In short, their views are not compatible. Hence, your papers will have to show how and you disagree with at least some of the readings, maybe all of them. Revisions are optional and will be based on my comments and your reconsideration of your first arguments. This approach allows you to discuss and write about challenging readings from a variety of disciplines without paralyzing anxiety. (Modest anxiety stimulates better work.)

We will ask:

What is it like to live in poverty? How should we define and measure poverty? Who is poor and who is not? Are there different kinds of poverty?

What are the causes of poverty? What are its effects on individuals (particularly children), families, communities, and societies? Can the effects become causes of future poverty?

What values does it undermine? What moral and legal rights should the poor have, and what obligations do society, governments, organizations, and individuals have to the poor? Do poor persons also have obligations to themselves, others, and society?

Finally, what policies, new practices, and civic initiatives can diminish or eradicate poverty? What are the remedies for this large but tractable social problem?

Our approach is interdisciplinary. The readings and lecture/discussions draw on economics, political science, psychology, philosophical and religious ethics, public policy analysis, sociology, in-depth journalism, and professional social work. Guest teachers are from psychology, economics, and professional social work. Summer interns from the Shepherd Program also assist with course instruction.

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Expect to read carefully and discuss the assignments. Be prepared to offer considered judgments and reasons for holding them, orally and in writing. Spouting judgments and labeling others views as ludicrous will not be sufficient. Understanding precedes critical assessment. On the other hand, I do not expect mastery of a particular discipline or adherence to a particular point of view. Indeed, I prefer good arguments for views with which I disagree and new arguments for views with which I concur. That is how I learn from you. You will not achieve uniform proficiency in the full array of disciplines that we will draw on, but you should become aware of how both the richness and confusion in the current discussion of poverty results in part from different disciplinary perspectives. Neither economists, political scientists, sociologists, psychologists, moral philosophers, nor any other group fully understands poverty from its own narrow disciplinary perspective. Nor can you put all of these disciplines and authors together in a single holistic approach. Methodological and substantive differences exist within disciplines as well as among them.

Among the many rewards of this course will be the opportunity to observe differences among and within the disciplines. Some of the readings are difficult, but the course is intended for beginners rather than students accomplished in all of the disciplines. Whether you are a senior or a first-year, you will not be knowledgeable of some of the disciplines we utilize. You are expected to learn about the approaches to understanding poverty in these disciplines, not to apply each discipline with the skill of a scholar or even a major in the field.

The authors and discussion in this class will bring light and sophistication to understanding poverty. It will refine and perhaps even transform you current views. However, don't expect a complete resolution to the issues that confound us in public and political discourse. Our study should lower the temperature of that discourse and improve on the typical arguments you commonly hear, but the disagreement in typical heated discourse also exists, albeit at another higher level of understanding and respect for each other, among the academics, public intellectuals, and practitioners who study poverty. On the other hand, your education in this class and beyond can lead to more effective efforts to diminish poverty. It already has for former students from this course.

Academic knowledge and skills development (e.g., improving writing and speaking skills) are essential, but they are not the whole story. Plan to engage your *minds and hearts* in focused attention on one of the three or four most important social problems of our era (viz., poverty in the midst of plenty). This engagement should stimulate you to read the news with greater critical acuity, to become better citizens because you are informed about poverty and ways to diminish it, to volunteer in efforts to diminish poverty, and to think more clearly about how your career work will impinge on poor persons and communities. Although the course does not propose a particular solution to poverty, it assumes a concern for persons stifled by poverty. We assume care for those whose poverty is of their own making as well as for those who are victims of injustice or misfortune, although the responsibility for overcoming poverty differs depending on its causes. We also assume that a society is weakened when nearly 1 in 7 of its citizens—and more than 1 in 5 of its children—are officially poor. We assume a problem that demands our attention.

The structure of the Shepherd Program enables you to learn from volunteer service in the Lexington/Rockbridge County area; to attend lectures about poverty by visitors on campus

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(during and after this course); to participate in full-time, eight-week summer internships (domestic and international) subsidized by Washington and Lee; and to continue academic study in complementary courses in various academic departments and in a capstone seminar and/or independent study projects. The Shepherd Program offers a minor that complements any major. See the catalog for details. You may complete parts of the program, e.g., the introductory course alone or an introductory course and other aspects of the Program, without completing the minor.

We also offer a one-credit fieldwork course (Poverty and Human Capability 102) concurrently with 101 in the fall and in the winter. Students who have completed 101 may enroll in 102 in subsequent terms. The fieldwork course structures weekly hour-long seminars and two short papers that relate volunteer work in the Rockbridge area to the readings in 101. Openings in 102 remain for this fall. Check with me or with Wendy Lovell in the Shepherd Program office.

Finally, we encourage you to consider volunteer work, whether or not you enroll in Poverty and Human Capability 102. See Marris Frey, with the Bonner Scholar Program (Elrod Commons 215, x 8131, freym@wlu.edu) or Jenny Davidson, Coordinator of the Campus Kitchen and Volunteer Venture and adviser to the Nabors Service League (Elrod Commons, x 4669, jdavidson@wlu.edu) for information on volunteer opportunities during the academic year. **Volunteer work is not required—only welcome and supported—and in and of itself offers no academic credit. Students report that it deepens their understanding of the readings.**

Requirements

Student performances will be evaluated on the basis of 1) preparation for and participation in classes; 2) an early four-to-five page paper on issues in measuring poverty; 3) two five-to-seven-page papers; and 4) a ten-to-thirteen-page final paper that answers the crucial questions addressed throughout the course or (*in rare instances*) a twelve-to-fourteen page research paper on a specific topic. (The latter is for seniors (and only a few of them) or for students doing well in the course and with specialized interests such as comparisons and contrasts of U.S. poverty and poverty in other developed or developing economies.)

You may gain **additional credit** toward a final course grade through 1) probing e-mail questions (to which I will respond) about our assigned readings or that relate the assigned readings to readings you are doing for other courses and 2) well prepared office visits in which you demonstrate your ability to probe the readings at a level deeper than we can attain in the classes (which does not include office visits to ask what is going to be on an exam or how to write a paper, although I welcome these visits as well).

Class preparation and participation requires that you read each assignment carefully and come to class prepared to respond to the questions that I distribute as guides for your reading. The quality of your answers to my questions in class and contributions to the discussions will be more important than the quantity. Questions and comments that challenge the claims of the authors we read or my interpretation and analysis of the readings are especially welcome. It is good, not bad, to embarrass the instructor with a tough question or penetrating comment. (When we have guest teachers, you should also be prepared to ask probing but civil questions that embarrass them.) Nor should you be bound by my questions. Develop your own. My questions may miss the main point.

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I do not expect mastery of the readings prior to our discussions. I hope the readings are sufficiently challenging that you cannot fully understand them without a good class discussion; otherwise, my classes would be useless. Hence, questions of understanding—after an honest effort to understand the readings—are not dumb and often benefit the entire class. On the other hand, questions and answers to my questions designed to substitute for the real work of reading and reflection, viz., those that reveal that you have not done the reading, will be frowned upon more than an honest admission that you don't know the answer because you have not read the assignment.

This course seeks to develop oral as well as writing skills; proficiency in oral communication constitutes a legitimate component of good academic performance. Students may, nevertheless, compensate for deficiencies in one area by demonstrating parallel proficiencies in another aspect of their work. If you perceive that you are not participating well in class discussions, you are welcome to e-mail me with probing questions about the readings or to come to my office to discuss issues in the readings that you do not understand or wish to explore more deeply. See options #1 and 2 above. E-mails and office visits should be based on careful preparation. Don't ask trivial factual questions or specific questions of understanding. You can ask those in or after class. Nevertheless, I heartily encourage probing e-mails and office visits and don't discourage office visits and e-mails to ask for a definition, a fact, a better understanding of a concept we have been over, or even about how to write a paper. The latter may help; it will not earn you extra credit.

I take class seriously, not only for what you learn but because you contribute to our collective learning by offering good comments and probing questions. If you must miss a class, you may compensate for the absence by handing in a single-spaced summary of the reading (not to exceed two, single-spaced pages) at or prior to the beginning of the next class period. One or two absences (and failure to complete a compensatory writing assignment) will not appreciably affect the class preparation and participation grade, but persistent absences (and neglected written compensatory work) will! Compensatory essays on a day you miss may benefit you in numerous ways, even if you miss only one or two classes. They can be the basis for beneficial dialogue between us about the readings. (I frown on compensatory essays for **unnecessary absences or absences on days prior to a break in the schedule, e.g., the Friday prior to Thanksgiving break. Tell your mother or father that she or he can wait until Saturday to see you. Remember that I work extra to respond to your writing and expect you to be in class when you are able to be there.**)

Daily class preparation and participation enables constant thoughtful engagement with the reading material. It stimulates our thinking and disciplines us to even out the workload over the term. For these reasons, my evaluation of your preparation and participation constitutes **20% of the course grade**. In most cases, participation raises the overall grade, but in a few cases it lowers the course grade.

1) You will write a four-to-five (double-spaced) paper on the issues we examine and discuss on how to define and measure poverty. This paper, due at **7:00 p.m. on Tuesday, September 25**, will consider readings by Meyer and Wallace, Eberstadt, Shipler, Sen, Blank and the U.S. Census Bureau. I am more interested in you setting forth the debate about definitions,

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measurements, and their policy implications than in you taking and defending a position this early in the term. You will have ample opportunity to express your well-reasoned opinions later in the course when you will be better prepared to hold considered judgments. Moreover, you will want to provide an overview of the issues, even you have examined some issues in greater detail. I will reward you for that detailed knowledge as you display it in class discussions or e-mail exchanges.

The grade on this initial essay will constitute 15% of your grade for the course.

NB: *You are encouraged to talk with others in the course and with other faculty members in developing your essays in this course. You will violate the standards of honesty only if someone else dictates or writes your paper. The essay must be your best ideas and arguments explicated in your own prose after consulting with materials or persons you deem to make a contribution to your thinking. That may be another teacher, a peer, or your parents. You should acknowledge the help of those with whom you consult or those who proofread and offered editing advice for your paper. You should also cite all facts, paraphrases, and quotations taken from specific pages in the readings. It will be sufficient for the first three papers for you to cite the author and pages in parenthesis following the fact, paraphrase, or quotation you are using. If we have read more than one source from an author, you must distinguish the source with a date or partial title. Don't cite the entire Danziger & Cancian volume. Cite the particular authors and articles. Remember that all quotations must be *exact*. Use brackets for inserted material and ellipses for omitted material. Sentences using ellipses must parse. Insert punctuation in brackets as necessary for the sentence to parse.*

As with all of the papers in this course, you will submit these papers to me as a Word or Word compatible attachment in an e-mail. You will not indicate who you are until you pledge the paper on the page following the last page with content. I will return your paper with comments and suggested revisions in the tracking mode, offering you the opportunity to resubmit the paper for another reading. You are not required to revise and resubmit, and there is no assurance that the grade on the second submission will be higher than your first grade. Casual revisions are unlikely to improve the grade. Revisions must be completed **within a week** after I have returned all of the papers. The highest grade, whether it is on the first submission or the second submission, will be the grade of record, but don't waste your time and mine unless you are willing and able to devote time to a substantial revision. You should infer from these comments that the first submission of the paper should not be the first draft!

- 2) The second and third papers are **five-to-seven page essays** due no later than **7:00 p.m. on Sunday, October 28, and 7:00 p.m., Tuesday, November 13**. These are not research papers. You are welcome to draw on unassigned readings, but the purpose of these papers is for you to compare and contrast proposals in the readings and class discussions and to offer your own *coherent* response. You are required to show that you understand and have critically engaged the readings in the course. Treat the readings as works consulted; you do not need to use or summarize every reading; such summaries cannot constitute a coherent essay.

The **second paper** treats **causes** and effects of poverty. What are the **principal causes** and effects of poverty and what effects become **causes** for future generations? There are many

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candidates for the cause or causes of poverty, e.g., the economic system, the labor market, sub-cultural influences, the behavior of poor persons, public assistance for the poor, family instability, education and healthcare policy, and so forth. See my sub-section headings under syllabus section on causes. You cannot consider all of them in adequate depth. I do not want an exhaustive list of every plausible cause. Draw on a variety of the assigned readings through October 26 to state the causes that you claim are paramount and the reasons for this claim. Use the stories from Shipler primarily for illustrative purposes—not as principal arguments for specific causes, although Shipler also makes a case for emphasizing some causes of poverty. Along with readings from Sen, Freeman, the CBO, Murray, Amato, Cancian and Reed, and Magnuson and Votruba-Drzal, the class presentation from Professor Murdock may figure prominently in your reasoning about the causes of poverty. Your task is to show that you understand the arguments presented in readings you consider most important and to defend your own position in agreement and disagreement with several of the readings. (Remember, a reading you disagree with vehemently is important. Show that you understand it and why you reject it. Criticizing the flaws in an important argument is a good way to articulate your views.)

It can be illuminating for you and for me if you indicate how the readings and discussions have changed or focused your thinking about the causes of poverty. How have you changed your mind as a result of our readings and discussions?

The citation, submission, and revision policies for this paper and the third paper, described below, are identical to the policies for the first paper.

The **third paper**, considers “*why*” “*who*” is **obligated** to do “*what*” in order to diminish or eradicate poverty. The candidates include governments (federal, state, local), public institutions (e.g., schools and welfare offices), private organizations, families, wealthy and poor individuals as participants in the economy and as citizens. Several of these agents or entities may have different obligations, and that is why you must specify *what* persons or agencies are obligated to do. Again, do not offer an exhaustive list. Which persons or agents do you think are most responsible? What obligations are most important? (Don’t mention every “*who*” that I mention above or every “*what*” you can imagine but “*who*” and “*what*” are most important.) There may be some things government cannot or should not do and some things the poor cannot do for themselves. It is not interesting or helpful, however, to say that every agent is equally obligated. This paper will focus on the readings you most agree and disagree with of those assigned between October 29 and November 13; however, you may draw on earlier readings as well if they bolster your argument. You may also read additional essays in the Beem and Mead volume. Once again, the stories from Shipler (or Moore if you have read ahead) may provide penetrating illustrations of points you are making, even though they do not explicitly address obligations or the reasons for them. You may also, but are not required to, use unassigned readings. Remember, however, that this paper must give reasons for “**why**” certain agents are obligated to do specific things. The assigned readings on ethics focus on this “*why*.” Articulating “*who*” and “*what*” is incomplete. You must give reasons that constitute justifications for your views. (If you do use the essay by Beckley, don’t be reluctant to criticize it. Remember, effective critical responses to the instructor count positively in my assessment of your performance.)

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In sum, you should *take a position and defend it in relation to some of the readings on moral obligations regarding poverty*. You will notice that none of those readings goes into detail about specific policies or remedies for poverty. They state the “what” in more general terms, and you should too. Keep the focus on the “why” who is obligated to do what. You will have an opportunity to focus more specifically on specific remedies in your final essay.

You need not be particularly astute to notice that a good effort on these papers will aid you in putting together a superb answer to the final paper. After all, the already delineated final essay question (see below) overlaps with these papers.

The average grade on these papers will count for **35% of the final course grade**.

4a) As a comprehensive final project, you will write a **ten-to-thirteen-page paper** answering the following set of questions.

What is poverty? (Put differently, how do you *define* and *measure* the problem we seek to alleviate, eradicate, or diminish?) Can we measure all aspects of poverty as you define it? What are the root *causes* of this problem, assuming that not all of what is sometimes called poverty is a problem? (For example, some believe low income below subsistence is not a problem and others believe that that lack of good health is a problem.) Who or what agent(s) person(s) or institution(s) have what *obligations* to alleviate, diminish, or eradicate poverty, and what are the reasons for this obligation? What *remedies* do you propose for carrying out this obligation, and what do you expect these remedies can accomplish? (Can they eradicate the poverty, diminish it, or merely alleviate it? Eradication and truly diminishing poverty must treat its root causes; maybe all we can do is to alleviate its symptoms.)

This will be the first paper to include a focus on *remedies* for poverty. Many of you will conclude that multiple remedies are needed. Here again, as in your earlier papers on *causes* and *obligations*, avoid an unhelpful list of every remedy mentioned somewhere in the readings. Emphasize remedies that have been most neglected and explain why you think they need to be given more attention. Society has limited resources. We should invest in those remedies that make the greatest difference.

You should draw on the assigned readings in the course for this final paper, but you are also welcome to incorporate additional research into your answers. All quotations and paraphrases should be accurately documented using a standard format, e.g. MLA, APA, Chicago Manual, for fully citing your sources. This is the first paper for which I am asking for complete formal citations. Please comply with this new request.

Finally, although all work has a burdensome aspect, this exercise should result in a sense of deep satisfaction, if not delirious delight. I have never had a student exclaim that writing this paper produced ecstasy, but many students report contentment with their integrated discoveries. The final offers an opportunity to unite various threads we study in the course. (That is why I discourage optional research papers for the final essay unless a student has special reasons for undertaking that option.) You will be able to measure what you have learned in the course by

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comparing and contrasting this answer with what you would have said before beginning this course.

I will employ the following criteria to assess your paper. 1) Does it draw accurately and perceptively on *a wide variety of the assigned readings* in the course? It should include some arguments with which you agree and some with which you disagree. (Attempts to utilize all of the assigned readings will result in a “paint by the numbers” paper, which will necessarily diminish its quality.) 2) Does it draw usefully on research in *sources beyond the assigned readings* in the course? (Additional research is not necessary for an excellent essay. Thoughtful use of one or two sources is more important than the number of sources you utilize. Additional readings from the assigned books may prove helpful. Padding the bibliography with sources you use superficially will be counterproductive.) 3) Are the answers *refined*, the arguments *sophisticated and consistent*, and the responses to the various questions *integrated into a coherent whole*? What you say about the causes of poverty should be consistent, for example, with the remedies you propose. To illustrate, if poverty is due to persons’ lack of motivation to work, non-discretionary cash assistance would not be a very good remedy. Similarly, if the labor market does not offer adequate opportunity to escape poverty, work requirements for public assistance do not seem a good solution to the problem. 4) Does the paper take a *distinctive and also well-defended position* rather than a position almost anyone could agree with or an extreme position asserted with little justification? I applaud and reward well-defended positions that differ from my own views. 5) Is the paper *well organized, clearly written, and fully documented*?

4b) As an alternative to this final essay, you may write a **twelve-to-fourteen page research paper on a topic of your choosing**, although it must relate to the poverty issues we are discussing in the course and must have my approval by November 17. I will not approve a paper without a paragraph stating the question you will explore and your research plan. I recommend this alternative only for an upper-class student who feels more competent to work independently on a specialized topic that requires specific research. I do not advise even upper-level students to choose this option lightly. You too can benefit from bringing the assigned readings together into a coherent answer to my final question. Choose this alternative if you think you can answer the questions for the final essay without the discipline of a writing assignment and if you think a specialize project will be more stimulating. This paper can also be an occasion for applying skills and knowledge from your major, e.g., economics majors may want to write on the minimum wage, sociologists on community action organizations, developmental psychologists on Head Start, biologists on nutrition programs, international studies students on comparisons and contrasts to other nations, and so forth. You will be expected to utilize the assigned readings for the course, **especially from the section on “remedial policies,”** where they are relevant.

If you are interested in pursuing a research topic in depth, you may talk with me about taking the capstone course for juniors, seniors, and law students. The course is generally reserved for students who have completed the summer internship, but, course space permitting, we make occasional exceptions for seniors.

These papers will be evaluated on approximately the same criteria as the final essays on the set questions. 1) Does the paper draw usefully on assigned readings relevant to the topic and research sources? (Research in unassigned readings is, of course, mandatory for this paper.) 2)

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Does the paper reveal a refined and sophisticated understanding of the problem under scrutiny? 3) Does the argument cohere and support the conclusion in the paper? 4) Is the paper well organized, clearly written, and fully documented? 5) In addition, does the paper demonstrate some ingenuity in addressing the question at hand instead of simply repeating commonplace views and arguments?

The final paper and the research paper receive the same weight at **30% of the final course grade**.

Final essays or research papers turned in before 8:00 a.m. Saturday, December 1, may be revised on the basis of my comments if I have time to comment on them prior to the deadline for the essay. I will read and comment on papers in the order I receive a complete preliminary draft. Whether or not you turn in a preliminary draft, the final draft of your paper is due no later than 5:00 p.m. on Monday, December 10. Papers submitted early will be graded first. I cannot, of course, permit revisions of the final essays.

Required Texts

NB: You should print selections from Sakai so that you can underline, take margin notes, and bring the readings to class for the discussion.

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| Amato, Paul | “The Impact of Family Formation Change on the Cognitive, Social, and Emotional Well-Being of the Next Generation,” <i>The Future of Children</i> 15.2, Fall 2005: 75-96—Sakai |
| Beckley, Harlan | “Capability as Opportunity: How Amartya Sen Revises Equal Opportunity,” <i>Journal of Religious Ethics</i> 39.1, Spring 2002: 107-35—Sakai |
| Blank, Rebecca M. | “The Supplemental Poverty Measure: A New Tool for Understanding U.S. Poverty,” pp. 10-14 from <i>Pathways</i> (2011)—Sakai |
| Danziger, Sheldon & Cancian, Maria (eds.) | <i>Changing Poverty, Changing Policies</i> (bookstore) (2009). |
| Congressional Budget Office | Report on “Trends in the Distribution of Household Income Between 1979 and 2007” (2011)—Sakai |
| Eberstadt, Nicholas | <i>The Poverty of the Poverty Rate</i> (2008)—selections on Sakai |
| Freeman, Richard B. | <i>American Works: Critical Thoughts on the Exceptional U.S. Labor Market</i> (2007)—Sakai |
| Goodin, Robert E. | <i>Reasons for Welfare: The Political Theory of the Welfare State</i> , pp. 3-22, 121-52, 160-83 (1988)—Sakai |

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- Mead, Lawrence M. & Beem, Christopher, eds. *Welfare Reform and Political Theory* (bookstore) (2005)
- Moore, Wes *The Other Wes Moore* (bookstore) (2010)
- Murray, Charles *Coming Apart: The State of White America, 1960-2010* (bookstore) (2012)
- Sen, Amartya “Capability and Well Being,” pp. 28-53 from *The Quality of Life*, ed. by Martha Nussbaum and Amartya Sen,—coursepack (1993)—Sakai
- “Conceptualizing and Measuring Poverty,” pp. 30-40, 154-55—from *Poverty and Inequality*, ed. by David Grusky & Paula England (2006)—Sakai
- “Poverty and Affluence,” pp. 102-16, and “Class, Gender and Other Groups,” §8.3, pp. 125-28 from *Inequality Reexamined* (1992)—Sakai
- Shipler, David *The Working Poor: Invisible in America* (bookstore) (2004).
- U.S Census Bureau *Supplemental Poverty Measure: 2010* (2011)—Sakai

Schedule

Sept. 7 Introductory Class: What Are You Getting Into?

How Do We know if Someone or Some Group is Poor?

Who is officially poor in the U.S., how poor, and what are the trends?

Sept. 10 Danziger & Cancian, pp. 31-51: “Poverty Levels and Trends in Comparative Perspective” by Daniel R. Meyer and Geoffrey L. Wallace

What is it like to be poor in the U.S.?

Sept. 12 Shipler, *The Working Poor*, “At the Edge of Poverty,” and “Money and Its Opposite,” pp. ix-xi, pp. 3-38.

Different perspectives on measuring poverty in the U.S. and beyond

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- Sept. 14 Danziger & Cancian, pp. 51-57: “Poverty Levels and Trends in Comparative Perspective” by Meyer and Wallace, and from Eberstadt, “Poverty Levels and Trends in Comparative Perspective,” “Systematic Differences between Income and Expenditures among Poorer Households in America, pp. 36-40, 44-47; “Accounting for the Widening Reported Gap between Income and Consumption for Lower-Income Americans,” pp. 48-49, 63-75; “Trends in Living Standards for Low-Income Americans,” pp. 76-78, 95-97; “Wanted—New Poverty Measure(s) for Modern America,” pp. 98-110—Selections on Sakai.
- Sept. 17 Sen, pp. 102-16, “Poverty and Affluence,” and pp. 123-28, “Class, Gender and Other Groups,” §8.3 from *Inequality Reexamined* and pp. 30-40, 154-55, “Conceptualizing and Measuring Poverty” from *Poverty and Inequality*, ed. by David Grusky & Paula England—Sakai.
- Sept. 19 Sen, pp. 30-53, “Capability and Well Being”—Sakai excerpt from *The Quality of Life*, ed. by Martha Nussbaum and Amartya Sen.
- Sept. 21 Blank, pp. 12-16, “The Supplemental Poverty Measure: A New Tool for Understanding U.S. Poverty” from *Pathways*; and pp. 1-14, “Supplemental Poverty Measure: 2010” (omit 2009-10 comparisons in fig. 3 and table 3B on pp. 9-10 and the accompanying text (one paragraph) on pp. 8 and 11 and omit table 5 on p. 12 and the text that accompanies it on p. 13. Also omit “Future Research . . .” on pp. 14-15)—Sakai.

What Causes Poverty in the U.S.?

Is It the Labor Market and Labor Policy?

- Sept. 24 Shipler, *The Working Poor*, “Work Doesn’t Work,” pp. 39-76, “The Daunting Workplace,” 121-41
- Sept 25 First Paper Due at 7:00 pm, Tuesday.

Four to Five Page Paper: Measuring poverty in the U.S. and elsewhere; how should we measure poverty and what difference does it make for antipoverty policy?

- Sept. 26 Shipler, *The Working Poor*, “Importing the Third World” and “Harvest of Shame,” pp. 77-120.
- Sept. 28 Freeman, *America Works*, “The U.S. Market-Driven Labor System,” pp. 7-8, 13-17, “When Markets Drive Outcomes,” pp. 32-40, “Distribution Matters,” pp. 41-57—Sakai.
- Oct. 1 CBO Report: pp. 1-16, “Trends in the Distribution of Household Income Between 1979 and 2007” ending with the first two paragraphs of “Changes in Market Income for the Top 1 Percent of the Population.”—Sakai.

Is It Government Transfers and Tax Policy?

- Oct. 3 CBO Report: pp. 19-31, “The Effect of Government Transfer Payments and Federal Taxes” (omitting Box 3 on pp. 22-23)—Sakai.

Is It Class Separation and the Loss of Virtues?

- Oct. 5 Murray, pp. 1-13, “Prologue”; pp. 16-22, “The Formation of the New Upper Class”; and pp. 23-45, “Our Kind of People.”
- Oct. 8 Murray, pp. 124-26, “Part II: The Formation of a New Lower Class”; pp.127-43, “The Founding Virtues”; pp. 144-48, “Belmont and Fishtown.”
- Oct. 10 Murray, pp. 149-67, “Marriage”; pp. 168-88, “Industriousness.”
- Oct. 15 Murray, pp. 226-31, “The Size of the New Lower Class”; pp. 234-35, “Part III: Why It Matters” pp. 236-52, “The Selective Collapse of American Community”; pp. 253-68, “The Founding Virtues and the Stuff of Life.”

Is it lack of opportunity due to missing institutions and conditions?

Changing families, parenting, material resources

- Oct. 17 Amato, “The Impact of Family Formation on the Cognitive, Social and Emotional Well-Being of the Next Generation,” pp. 75-96, from *The Future of Children*—Sakai
- Oct. 19 Danziger & Cancian, pp. 92-113: “Family Structure, Childbearing, and Parental Employment: Implications for the Level and Trend in Poverty” by Maria Cancian and Deborah Reed

The effects of growing up poor

- Oct. 22 Danziger & Cancian, pp. 153-72: “Enduring Influences of Childhood Poverty” by Katherine Magnuson and Elizabeth Votruba-Drazil

Public health, healthcare, and children

- Oct. 24 Shipler, *The Working Poor*, “Body and Mind,” pp. 201-230
Professor Karla Murdock, from the Psychology Department, will teach combined 101 sections at 6:00 p.m. at a location to be announced. No daytime class!

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Oct. 26 Shipler, *The Working Poor*, “Dreams,” pp. 231-53.

Oct. 28 Paper due at 7:00 p.m. Sunday.

See instructions for second paper on causes of poverty.

Values, Rights, and Obligations A Philosophical Turn

A moral justification for welfare as a non-discretionary entitlement

Oct. 29 Goodin, *Reasons for Welfare*, “Introduction” pp. 3-22—Sakai

Oct. 31 Goodin, *Reasons for Welfare*, “Exploitation,” pp. 121-52—Sakai

Nov. 2 Goodin, *Reasons for Welfare*, “Dependency,” pp. 160-83—Sakai

1996 Welfare Reform policy in a political and moral perspective

Nov. 5 Mead and Beem, pp. 10-33, “A Summary of Welfare Reform,” by Lawrence Mead.

Obligations to provide welfare justice that may permit behavioral restrictions

Nov. 7 Mead and Beem, pp. 82-109, “Is Conditionality Illiberal?” by Stuart White.

Obligations of citizenship as a condition for welfare

Nov. 9 Mead and Beem, pp. 172-99, “Welfare Reform and Citizenship,” by Lawrence Mead.

Who or what is responsible for the capability to function responsibly?

Nov. 12 Beckley, pp. 107-35, “Capability as Opportunity: How Amartya Sen Revises Equal Opportunity,” from *The Journal of Religious Ethics*—Sakai

Nov. 13 Third paper due by 7:00 pm, Tuesday

See instructions for paper on obligations.

Remedial Policies

Government social spending to support impoverished citizens

Nov. 14 Danziger & Cancian, pp. 203-231, “Trends in Income Support” by John Karl Scholz, Robert Moffitt, and Benjamin Cowan

Eliminate public assistance as we know it

Nov. 16 Murray, pp. 278-306, “Alternative Futures.”

Nov. 17 Thanksgiving Break Begins

See November 28 for a fun reading assignment to complete, if possible, over the break.

Deadline for approval of optional research paper project.

School reform

Nov. 26 Danziger & Cancian, pp. 266-90: “Improving Educational Outcomes for Poor Children” by Brian A. Jacob and Jens Ludwig. Professor Tim Diette from the Economics Department will teach combined 101 sections at 6:00 p.m. at a location to be announced. No daytime class!

A thought provoking narrative interlude

Nov. 28 Possibly Wes Moore during day and Public Lecture in the Evening. If not Wes Moore himself, we will discuss his book and wait for a later visit. You will read *The Other Wes Moore*, pp. xi-xiv; 3-183, (optional) 243-48. This narrative account considers the balance between opportunity and responsibility. Read it with that in mind. We will talk the author Wes Moore about his book in class and hear his public lecture in the evening. If you have read and taken a few notes on *The Other Wes Moore* over the break, there is no reading assignment for this day. Prepare in writing the questions that you wish to ask Wes Moore.

Family friendly policies

Nov. 30 Danziger & Cancian, pp. 242-59: “The Role of Family Policies in Anti-Poverty Policy” by Janet Waldfogel

Dec. 1

Deadline at 8:00 a.m., Saturday, for draft of final papers, if you expect comments. You may e-mail a draft; it must be a complete first draft.

P&HC 101

Healthcare reform

Dec. 3 Danziger & Cancian, pp. 330-57: “Health Care for the Poor: For Whom, What Care and Whose Responsibility” by Katherine Swartz

Dec. 4 *Tuesday evening—a more hands-on view of assistance*

Meredith Downey, Director of Rockbridge Area Social Services, will speak on welfare to work programs and other social services in rural Virginia. The program will begin at 6:00 and conclude no later than 7:30 p.m. Attendance is required and will be helpful for the final essay.

Non-profit and government collaboration

Dec. 5 Shieler, *The Working Poor*, pp. 254-300

A Preview of What Could Be Next

Dec. 7 Shepherd Intern Presentations (to be announced): no reading assignment

Dec. 10

Final Paper due a 5:00 p.m. Monday, Dec. 10. See instructions for requirement 4.