

## PS 20000: Introduction to Poverty Studies

### Instructor:

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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 sciences, humanities, 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 examine a series of policy issues crowding the political agenda including low wage rates; sub prime lending practices; discrimination in hiring and promotion; enforcement of fair labor standards and treatment of low-skilled immigrants and migrant workers; inadequate access to quality education and health care; sexual abuse and broken families; and nutrition problems ranging from malnourishment to obesity.

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.

It is my hope that by the end of the course you will be familiar with the approaches of the multiple disciplines engaged in poverty research and appreciate the difficulties of designing policies to address the challenges of life with low income. Equally important, I hope you will be familiar with the resources that will enable you to pursue poverty alleviation in greater depth into the future.

### Office Hours

My office is in 245 O'Shaughnessy, the Economics and Policy Studies departmental office. 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 will be working in my office and you are welcome to drop in. It is better, but not necessary, to call ahead.

I do 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 or home (between 9 am and 10 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.

### Required Readings

The following book is available at the ND Bookstore and at on line bookstores.

- David K. Shieler. *The Working Poor: Invisible in America*. Alfred A. Knopf, New York: 2004.

There may be additional books that can be easily and expensively acquired over the Internet as the semester progresses. I will be revamping this course as the semester progresses to expand the international component. You have my promise that I will not assign materials that are not accessible by all.

### 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](mailto: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

## PS 20000: Introduction to Poverty Studies

50 States respond to these issues. Note that this service concentrates almost exclusively on Poverty in the United States.

The World Bank publishes a monthly newsletter, entitled the PovertyNet Newsletter, which "provides an update of new resources about understanding and alleviating poverty". I am not familiar with the newsletter having just subscribed myself; hopefully it will serve a similar purpose as the Poverty Dispatch except that its focus will be global poverty. You can subscribe at <http://newsletters.worldbank.org/external/default/main?menuPK=494551&pagePK=64133627&piPK=64133598&theSitePK=494545>

### Electronic Reserves

Guest lecturers will address special topics throughout the semester. They may ask you to read materials that will be posted on Electronic Reserves (eReserves) at the Hesburgh Library site (<http://www.library.nd.edu/>) or on my web page. If I indicate that the readings are on eReserves, look for *Library Services* on the Library's main page, and click on *electronic reserves*. Choose our course (PS 20000) and select the appropriate reading.

### Supplementary PowerPoint Slides

Some of our discussions may be supplemented by PowerPoint presentations available on my web site (<http://www.nd.edu/~jwarlick>). On the web site, select "Courses" and then under Spring 2009, PS 10000/20000, choose "Lectures." If I ask you to review a ppt presentation, please do so before coming to class and identify any questions you wish to ask about the slides.

### Course Work and Grading System

Course work includes a group research project and midterm and a final exams. The weight assigned to each of these in the determination of the course grade is as follows:

|                |            |
|----------------|------------|
| Homework       | 15 percent |
| Participation  | 15 percent |
| Midterm exam   | 25 percent |
| Research paper | 20 percent |
| Final exam     | 25 percent |

### Homework (15 percent)

I will make numerous homework assignments designed to prepare you for our discussions or to supplement materials presented and discussed in class. They are not meant to be onerous but rather to prepare you for discussion, tie up loose ends, or help you focus on critical issues. I will announce the assignments in class and will also post them with their due dates on my web page. When the assignment includes an essay, please give considerable attention to the organization, content, and prose style of your essay. I will grade harshly essays that reflect last minute efforts.

Each assignment will be worth an explicit number of points. At the end of the semester I will calculate the percentage of all possible points you have earned and assign a letter grade to that percentage which will be included in your final course grade.

Homework assignments 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.

**Class Participation (15 percent)** The quality of our class discussions is dependent on every student's preparation and participation. Prepare for the discussion by completing the templates. Not

## PS 20000: Introduction to Poverty Studies

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

Mortimer Adler has something to say about how to participate in discussion as well as about reading.<sup>1</sup> 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.

Adler contends that a conversation becomes a good discussion when three requirements are met. First the subject matter must permit genuine discussion. Alder 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.

The second prerequisite for good discussion is a proper motive. That motive 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 truth, 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.

Adler's third and 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)

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 sets forth rules governing personal conduct during discussions. (209-212) He refers to a first set of five rules as *intellectual* rules governing the use of your mind. They are:

- Be relevant--find out what the issue is and stick to it.
- Don't take things for granted. State your own assumptions and encourage other to state theirs.
- 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.
- 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."

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.

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<sup>1</sup> "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,

## PS 20000: Introduction to Poverty Studies

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.
4. 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.

### Midterm Exam and Final Exam (25 percent each)

The midterm and final exams will be a combination of true/false, multiple choice, matching, and short-answer questions. The questions will be based on the assigned readings and class discussion. *Students with documented learning disabilities should consult me for accommodations and alternatives.*

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 no later than one class day after the exams have been returned.

### Research Paper

Each student will submit a paper of 10 to 15 pages of length reflecting their own original research or analysis. If you have problems with forming an idea for a paper topic or would like to discuss your idea, feel free to schedule an appointment or visit during office hours.

The draft of the paper should be double-spaced and submitted using MS WORD. Your final submission must include a copy of this draft with all revisions indicated, and also a clean copy of the final version. You should email me an electronic copy of both the draft and final papers, and bring a hard copy of your papers to class on the day they are due.

I may require you to meet with me to discuss your proposal and draft. These meetings will be held outside of class at mutually convenient times. You should feel free to consult with me frequently and at any time during the research process.

All sources for your research should be noted in the paper clearly so I can distinguish your original thought from the work of others and follow-up interesting external sources. While the specific form of citation is not important (use the style of your major's discipline), it should be sufficient for me to check any reference with the minimum amount of effort. For example if you cite something – please indicate the page number in the original source. Include all urls for sources that can be accessed on line.

### Deadlines for the research paper are

|   |             |
|---|-------------|
| <b>Topic Proposal and preliminary list of references and abstract</b> | <b>2/19</b> |
| <b>Draft of Paper</b>   | <b>3/24</b> |
| <b>Completed Paper</b>  | <b>4/21</b> |

Failure to meet the deadlines for written reports will result in a 0.33 deduction from the final grade for your paper. The maximum grade is 4.00.

## PS 20000: Introduction to Poverty Studies

### 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

My expectations regarding the sources you may consult including your classmates will be specified on each assignment. Deviations from my instructions will be considered a violation of the honor code.

### 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 |   |      |

Your course grade will be based on the weighted-average of these numerical values. The exact formulation is:

$$\text{Course grade} = .15 (\text{homework}) + .15 (\text{participation}) + .20 (\text{paper}) + .25 (\text{midterm exam}) + .25 (\text{final exam}).$$

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  | below 0.75 | F |
| 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  |            |   |

# PS 20000: Introduction to Poverty Studies

## Tentative Course Schedule

Because I have not previously taught some of the materials listed in the assignments below, I am unsure about the time that we will want to devote to them. Moreover, you may want to lengthen the discussion of certain materials while shortening others. To accommodate this need for flexibility, please understand that the following schedule is tentative and is subject to change as the semester proceeds. However, the posted exam dates are fixed; the material covered on them will reflect what we have covered prior to them.

**Reading assignments should be completed before class on the day they are listed.**

|   | Date   | Topics   | Speaker/Topic/Reading Assignment   |
|---|--------|--|--|
| 1 | 1-13 T |  | Introductions  |
|   |        | <b><i>Defining and Measuring Poverty</i></b>   |  |
| 2 | 1-15 R | <p>Why do it?</p> <ul style="list-style-type: none"> <li>Absolute versus Relative versus Subjective concepts of poverty (p. 8)</li> <li>US methods for defining poverty and counting the poor</li> </ul>   | <p>The Working Poor: Preface and Introduction, pp. ix-12</p> <ul style="list-style-type: none"> <li>Review all the links at <a href="http://www.census.gov/hhes/www/poverty/overview.html">http://www.census.gov/hhes/www/poverty/overview.html</a>; For official poverty thresholds see <a href="http://www.census.gov/hhes/www/poverty/threshld.html">http://www.census.gov/hhes/www/poverty/threshld.html</a></li> </ul> <p>For data on US income inequality see:</p> <p>U.S. Census Bureau, Historical income tables—Income Inequality <a href="http://www.census.gov/hhes/www/income/histinc/ineqtoc.html">http://www.census.gov/hhes/www/income/histinc/ineqtoc.html</a> (See especially table IE-1)</p> <p>Robert Greenstein Testimony: <a href="http://www.cbpp.org/pubs/povinc.htm">http://www.cbpp.org/pubs/povinc.htm</a></p> |
| 3 | 1-20T  | <p>Poverty in the U.S.</p> <ul style="list-style-type: none"> <li>How many people lived in poverty in 2007?</li> <li>How many Americans seem to be caught in long-term poverty?</li> <li>What is the relationship between race and poverty?</li> <li>What kinds of hardships do Americans living in poverty experience?</li> </ul> | <p>Current Population Reports, P60-235, especially pp. 12-18 and Tables B1-B3 pp 46-60; available at <a href="http://www.census.gov/prod/2008pubs/p60-235.pdf">http://www.census.gov/prod/2008pubs/p60-235.pdf</a></p> <p>The State of Black America 2007, Chapter 1—I will provide a summary</p> <p>Center on Budget and Policy Priorities, "Poverty and Hardship Affect Tens Of Millions of Americans," <a href="http://www.cbpp.org/12-20-07pov.htm">http://www.cbpp.org/12-20-07pov.htm</a></p>  |

## PS 20000: Introduction to Poverty Studies

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| 4 | 1-22 R | <p>Alternative Definitions of Poverty<br/>Guest: Rahul Oka (ANTH)</p> <p>Human Development Index</p> <p>Human Poverty Index</p> | <p>Amartya Sen, "Poverty as Capability Deprivation," Chapter 4 in <i>Development as Freedom</i>. New York: Anchor Books, 1999.</p> <p>World Development Report 2000/2001, Chapter 1: The Nature and Evolution of Poverty, pp. 15-21,<br/><a href="http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/0,,contentMDK:20195989~isCURL:Y~pagePK:148956~piPK:216618~theSitePK:336992,00.html">http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/0,,contentMDK:20195989~isCURL:Y~pagePK:148956~piPK:216618~theSitePK:336992,00.html</a></p> <p><a href="http://hdr.undp.org/en/statistics/indices/hdi/">http://hdr.undp.org/en/statistics/indices/hdi/</a></p> <p><a href="http://en.wikipedia.org/wiki/Human_Development_Index">http://en.wikipedia.org/wiki/Human_Development_Index</a></p> <p><a href="http://hdr.undp.org/en/statistics/indices/hpi/">http://hdr.undp.org/en/statistics/indices/hpi/</a></p> <p><a href="http://en.wikipedia.org/wiki/Human_Poverty_Index">http://en.wikipedia.org/wiki/Human_Poverty_Index</a></p> |
| 5 | 1-27 T | Poverty in Developing Nations   | <p>Jeffrey Sachs, "A Global Family Portrait," Chapter One in <i>The End of Poverty</i>, Penguin Books, 2005: 5-25.</p> <p>A. Banerjee and E. Duflo, "The Economic Lives of the Poor," in <i>The Development Economics Reader</i>, Giorgio Secondi, ed., Routledge, 2008:146-171.</p>   |
| 6 | 1-29 R | Consumption and Happiness   | Amitava Dutt (ECOP)  |
| 7 | 2-3 T  | <b>Prices and Poverty</b>   | <p><i>The Working Poor</i>: Chapter One, Money and its Opposite, pp. 13-38.</p> <p>Michelle White, "Bankruptcy Reform and Credit Cards," <i>Journal of Economic Perspectives</i>, Volume 21, Number 4, Fall 2007, pp. 175–199;<br/><a href="http://www.econ.ucsd.edu/~miwhite/">http://www.econ.ucsd.edu/~miwhite/</a></p>   |
|   |        | <b>Housing</b>  |  |
| 8 | 2-5 R  | Housing Needs   | <p>Habitat for Humanity,<br/><a href="http://www.hfhi.org/how/poverty.aspx">http://www.hfhi.org/how/poverty.aspx</a><br/>Peruse the links for US Statistics and International Statistics.</p> <p>Search the Poverty Dispatch for</p>   |

**PS 20000: Introduction to Poverty Studies**

|    |        |  |   |
|----|--------|--|---|
|    |        | <p>Foreclosures</p> <p>U.S. Government programs</p> <p>Homelessness</p> <p>Innovations in small shelters and homes</p> | <p>foreclosures at <a href="http://www.irp.wisc.edu/initiatives/outreach/pastdispatch.htm">http://www.irp.wisc.edu/initiatives/outreach/pastdispatch.htm</a></p> <p>U.S. Department of Housing and Urban Development, <a href="http://www.hud.gov/">http://www.hud.gov/</a> and <a href="http://www.nationalhomeless.org/publications/facts/Federal.pdf">http://www.nationalhomeless.org/publications/facts/Federal.pdf</a></p> <p>National Alliance to End Homelessness, <a href="http://www.endhomelessness.org/back/index.htm">http://www.endhomelessness.org/back/index.htm</a></p> <p>National Coalition for the Homeless <a href="http://www.nationalhomeless.org/">http://www.nationalhomeless.org/</a></p> <p><a href="http://www.naeh.org/back/MayorsReport2005.pdf">http://www.naeh.org/back/MayorsReport2005.pdf</a></p> <p>24 city survey <a href="http://www.nationalhomeless.org/publications/facts.html">http://www.nationalhomeless.org/publications/facts.html</a></p> <p>National Law Center on Homelessness and Poverty, <a href="http://www.nlchp.org/">http://www.nlchp.org/</a></p> <p>Rachel Aviv, Shelter for the Displaced, NewYork Times, Education Life, Dec. 24, 2008, <a href="http://www.nytimes.com/2009/01/04/education/edlife/ideas-ubershelter-t.html?ref=edlife">http://www.nytimes.com/2009/01/04/education/edlife/ideas-ubershelter-t.html?ref=edlife</a></p> <p>Elizabeth Station, Container + Dreams = Home, Notre Dame Business Magazine, Fall/Winter 2009, <a href="http://www.nd.edu/~ndbizmag/fall_winter2009/AHomeOfMyOwn.shtml">http://www.nd.edu/~ndbizmag/fall_winter2009/AHomeOfMyOwn.shtml</a></p> |
| 9  | 2-10 T | <b><i>The Lives of Working Poor Americans Migration</i></b>  | <i>The Working Poor</i> : Chapter Two: "Work Doesn't Work," pp. 39-76.  |
| 10 | 2-12 R | A View from America  | <p><i>The Working Poor</i>: Chapter Three: Importing the Third World, pp. 77-95.</p> <p>The Working Poor, Chapter Four: The Harvest of Shame, pp. 96-120</p> <p>Edward R. Morrow, <i>Harvest of Shame</i>, 1960 (shown out of class)</p>  |

## PS 20000: Introduction to Poverty Studies

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|    |        |                                   |  |
| 11 | 2-17 T | A View from the Sending Countries | <p>Stuart Lynn, Population Growth and Migration, Chapter 6 in Economic Development: Theory and Practice for a Divided World, Prentice Hall, 2003: 140-171.</p> <p>Required Readings by Jason DeParle, my web page (for video see <a href="http://www.nytimes.com/2007/12/27/world/americas/27migration.html">http://www.nytimes.com/2007/12/27/world/americas/27migration.html</a>)</p> <p>World Bank Podcasts, Remittances Part 1 and 2, available at <a href="http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,contentMDK:21910054~pagePK:64257043~piPK:437376~theSitePK:4607,00.html">http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,contentMDK:21910054~pagePK:64257043~piPK:437376~theSitePK:4607,00.html</a></p> |

|    |        |  |   |
|----|--------|--|---|
|    |        | <b><i>Hunger and Poverty</i></b>   |   |
| 12 | 2-19 R | <p>PAPER PROPOSAL DUE</p> <p>Global Hunger</p>   | <p>The State of Food Insecurity Around the World, Food and Agriculture Organization of the United Nations, 2004<br/><a href="http://www.fao.org/docrep/007/y5650e/y5650e00.htm">http://www.fao.org/docrep/007/y5650e/y5650e00.htm</a></p> <p>Peruse:</p> <p>United Nations World Food Programme,<br/><a href="http://www.wfp.org/english/">http://www.wfp.org/english/</a>, especially<br/><a href="http://www.wfp.org/aboutwfp/introduction/index.asp?section=1&amp;subsection=1">http://www.wfp.org/aboutwfp/introduction/index.asp?section=1&amp;subsection=1</a></p> <p>The Hunger Project,<br/><a href="http://www.thp.org/home">http://www.thp.org/home</a></p> |
| 13 | 2-24 T | <p>Hunger in the U.S.</p> <ul style="list-style-type: none"> <li>• How do we measure hunger in the U.S.?</li> <li>• How do these measures compare with measures in developing nations?</li> <li>• What is the extent of hunger in the U.S.?</li> </ul> | <p>USDA, Economic Research Service, Feeding America, Briefing Room, Food Security in the United States,<br/><a href="http://www.ers.usda.gov/Briefing/FoodSecurity/">http://www.ers.usda.gov/Briefing/FoodSecurity/</a></p> <p>[Optional: Center on Hunger and Poverty,<br/><a href="http://www.wiserearth.org/organization/view/3639bc138caa8aa863036a4dca775be">http://www.wiserearth.org/organization/view/3639bc138caa8aa863036a4dca775be</a></p> <p>Hunger in America,</p>   |

## PS 20000: Introduction to Poverty Studies

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|----|--------|---|---|
|    |        | Poverty and Obesity   | <p><a href="http://www.pbs.org/moyers/journal/04112008/profile4.html">http://www.pbs.org/moyers/journal/04112008/profile4.html</a> See particularly the 13 minute video at <a href="http://www.pbs.org/moyers/journal/04112008/watch.html">http://www.pbs.org/moyers/journal/04112008/watch.html</a>]</p> <p>Jennifer Brody, "The Global Epidemic of Childhood Obesity: Poverty, Urbanization, and the Nutrition Transition," <i>Nutrition Bytes</i>, Volume 8, Issue 2, 2002, <a href="http://repositories.cdlib.org/uclabiolchem/nutritionbytes/vol8/iss2/art1/">http://repositories.cdlib.org/uclabiolchem/nutritionbytes/vol8/iss2/art1/</a></p> <p>Also google, A Drewnowski, SE Specter, Poverty and Obesity: The Role of Energy Density and Energy Costs, <i>American Journal of Clinical Nutrition</i>, 2004, or see my web page.</p> |
| 14 | 2-26 R | Guest: Wendy MacGregor, Chief Marketing Officer, Feeding America  | <p>Feeding America <a href="http://feedingamerica.org/">http://feedingamerica.org/</a>, especially The Almanac of Hunger and Poverty in America, 2007, <a href="http://feedingamerica.org/our-network/the-studies/hunger-almanac-2007.aspx">http://feedingamerica.org/our-network/the-studies/hunger-almanac-2007.aspx</a></p> <p>Also see the 30 minute video, <i>Life on the Edge</i> (2002), and related links including the learning page, <a href="http://www.feedingamerica.org/learn_about_hunger/">http://www.feedingamerica.org/learn_about_hunger/</a></p>  |
| 15 | 3-3 T  | <b>Midterm Exam</b>   |   |
|    |        | <b>Poverty and Gender-Based Violence</b>  |   |
| 16 | 3-5 R  | Child Molestation and Poverty in the U.S.   | <p><i>The Working Poor</i>, Chapter Six: Sins of the Fathers, pp. 142-173.</p> <p>Child Sex Abuse <a href="http://en.wikipedia.org/wiki/Child_sexual_abuse">http://en.wikipedia.org/wiki/Child_sexual_abuse</a></p>   |
| 17 | 3-10 T | International comparisons   | <p>World Health Organization, Women, Gender and Health, <a href="http://www.who.int/gender/violence/en/index.html">http://www.who.int/gender/violence/en/index.html</a></p>   |
|    | 3-12 R | <b>Spring break</b>   |   |
|    | 3-17 T | <b>Spring break</b>   |   |
| 18 | 3-19 R | Guest: Nancy Goodhew, Assistant Director of the Family Violence and Special Victims Unit of the St. Joseph County Prosecuting Attorney's Office |   |
|    |        | <b>Health</b>   |   |

**PS 20000: Introduction to Poverty Studies**

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| 19                           | 3-24 T | <p>COMPLETE DRAFT OF PAPER DUE</p> <p>Health disparities among U.S. populations</p> <p>A Theoretical Framework for the Causes of Poor Health</p> | <p>Center for Disease Control, <a href="http://www.cdc.gov/omh/AMH/dbrf.htm">http://www.cdc.gov/omh/AMH/dbrf.htm</a></p> <p>Estimated Life Expectancy at Birth in Years, <a href="http://www.cdc.gov/nchs/data/dvs/nv sr53_06t12.pdf">http://www.cdc.gov/nchs/data/dvs/nv sr53_06t12.pdf</a>)</p> <p>William Cockerham, "The Social Causation of Health and Disease," in <i>Social Causes of Disease</i>, Polity Press, 2007: 1-24.</p> <p><i>The Working Poor</i>, Chapter Eight: "Body and Mind," pp. 201-230; and Chapter Seven, "Kinship," pp. 174-193.</p>  |
| 20                           | 3-26 R | <p>Poverty and Cognitive Development</p>   | <p>Paul Krugman, Poverty is Poison, New York Times, February 18, 2008, <a href="http://www.nytimes.com/2008/02/18/opinion/18krugman.html?hp">http://www.nytimes.com/2008/02/18/opinion/18krugman.html?hp</a></p> <p>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 <a href="http://pediatrics.aappublications.org/cgi/content/full/118/5/2187?maxtoshow=&amp;HITS=10&amp;hits=10&amp;RESULTFORMAT=&amp;fulltext=Shonkoff&amp;andorexactfulltext=and&amp;searchid=1&amp;FIRSTINDEX=0&amp;sortspec=relevance&amp;resourcetype=HWCIT">http://pediatrics.aappublications.org/cgi/content/full/118/5/2187?maxtoshow=&amp;HITS=10&amp;hits=10&amp;RESULTFORMAT=&amp;fulltext=Shonkoff&amp;andorexactfulltext=and&amp;searchid=1&amp;FIRSTINDEX=0&amp;sortspec=relevance&amp;resourcetype=HWCIT</a></p> |
| 21                           | 3-31 T | <p>David Roos, Executive Director</p>  | <p>Surf Covering kids &amp; Families of Indiana, <a href="http://www.ckfindiana.org">http://www.ckfindiana.org</a></p>   |
| 22                           | 4-2 R  | <p>Health Care issues in developing nations</p>  | <p>World Health Organization, peruse Current and Previous Reports at: <a href="http://www.who.int/whr/en/index.html">http://www.who.int/whr/en/index.html</a></p>  |
| <b>Education and Poverty</b> |        |  |  |
| 23                           | 4-7 T  | <p>The Value of Education</p> <p>Early Intervention</p>  | <p>College Board, <i>Education Pays, Second Update, 2006</i>, <a href="http://www.eaop.org/documents/college_board_edu_pays_update_2006.pdf">http://www.eaop.org/documents/college_board_edu_pays_update_2006.pdf</a></p> <p><i>The Working Poor</i>, Chapter Nine, "Dreams," pp. 231-253.</p> <p>E. Knudsen, J. Heckman, J. Cameron,</p>  |

## PS 20000: Introduction to Poverty Studies

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|    |       |                           | <p>and J. Shonkoff,<br/>"Economic, neurobiological, and<br/>behavioral perspectives<br/>on building America's future<br/>workforce,"<br/><a href="http://jenni.uchicago.edu/papers/Knudsen-et-al_PNAS_v103n27_2006.pdf">http://jenni.uchicago.edu/papers/Knudsen-et-al_PNAS_v103n27_2006.pdf</a></p> <p>Paul Tough, The Harlem Project, New<br/>York Times Sunday Magazine, June<br/>20, 2004,<br/><a href="http://query.nytimes.com/gst/fullpage.html?sec=health&amp;res=9507E7D91030F933A15755C0A9629C8B63">http://query.nytimes.com/gst/fullpage.html?sec=health&amp;res=9507E7D91030F933A15755C0A9629C8B63</a></p> |
| 24 | 4-9 R | Education and Development | <p>ThinkQuest,<br/><a href="http://library.thinkquest.org/05aug/00282/edu_poverty.htm">http://library.thinkquest.org/05aug/00282/edu_poverty.htm</a></p>   |

**PS 20000: Introduction to Poverty Studies**

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| 25                                    | 4-14 T | <p><b><i>When Work Works In the U.S.</i></b></p>                                    | <p><i>The Working Poor</i>, Chapter Ten: "Work Works," pp. 254-284.</p> <p>Jared Bernstein, "Is Education the Cure for Poverty?" <i>The American Prospect</i>, April 22, 2007, <a href="http://www.prospect.org/cs/articles?article=is_education_the_cure_for_poverty">http://www.prospect.org/cs/articles?article=is_education_the_cure_for_poverty</a></p>   |
| <p><b>Goals and Prescriptions</b></p> |        |   |  |
| 26                                    | 4-16 R | <p>Shipler's Agenda</p>   | <p><i>The Working Poor</i>, Chapter Eleven, "Skill and Will," pp. 285-300.</p> <p>Margy Waller, "Reducing Poverty is the Wrong Goal," <i>Philadelphia Daily News</i>, Jan.5, 2009 <a href="http://www.philly.com/dailynews/opinion/20090105_Reducing_poverty_is_the_wrong_goal.html">http://www.philly.com/dailynews/opinion/20090105_Reducing_poverty_is_the_wrong_goal.html</a></p> <p>R. M. Schneiderman, "Why do Americans Still Hate Welfare?," <i>New York Times</i>, December 10, 2008, <a href="http://economix.blogs.nytimes.com/2008/12/10/why-do-americans-still-hate-welfare/?emc=eta1">http://economix.blogs.nytimes.com/2008/12/10/why-do-americans-still-hate-welfare/?emc=eta1</a></p>   |
| 27                                    | 4-21 R | <p>FINAL DRAFT OF PAPER DUE</p> <p><b>Overview of <i>The End of Poverty</i></b></p> | <p>Daniel Drezner, "<i>The End of Poverty?: Brother, Can You Spare \$195 Billion?</i>" <i>New York Times</i>, June 24, 2005, <a href="http://www.nytimes.com/2005/04/24/books/review/24DREZNER.html">http://www.nytimes.com/2005/04/24/books/review/24DREZNER.html</a></p> <p>William Easterly, "The Big Push Déjà Vu," <i>Journal of Economic Literature</i> Vol. 44, No. 1, March 2006, <a href="http://www.nyu.edu/fas/institute/dri/Easterly/Research.html#JELreview">http://www.nyu.edu/fas/institute/dri/Easterly/Research.html#JELreview</a>; or</p> <p>William Easterly, "A Modest Proposal for our Time: A Review of Jeffrey Sachs' <i>The End of Poverty: Economic Possibilities for Our Time</i>," <i>The Washington Post</i>, March 13<sup>th</sup>, 2005, <a href="http://www.nyu.edu/fas/institute/dri/Easterly/Media.html">http://www.nyu.edu/fas/institute/dri/Easterly/Media.html</a></p> |
| 28                                    | 4-23 T | <p><b>Overview of <i>The Bottom Billion</i></b></p>                                 | <p>Niall Ferguson, "The Least Among Us," <i>New York Times</i>, July 1, 2007, <a href="http://www.nytimes.com/2007/07/01/books/review/Ferguson-t.html">http://www.nytimes.com/2007/07/01/books/review/Ferguson-t.html</a></p> <p>William Easterly, "Foreign Aid Goes Military," <i>The New York Review of</i></p>  |

## PS 20000: Introduction to Poverty Studies

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|    |        |        | <p><i>Books</i>, Volume 55, Number 19<br/>December 2, 2008,<br/><a href="http://www.nybooks.com/articles/22126">http://www.nybooks.com/articles/22126</a></p> <p>Karol Boudreaux, "Review of <i>The Bottom Billion</i>," <i>Electronic Journal of Sustainable Development</i>, Volume 1, Issue 2, 2008,<br/><a href="http://www.ejsd.org/public/journal_bookreview/9">http://www.ejsd.org/public/journal_bookreview/9</a></p> |
| 29 | 4-28 T | Review | Last class day  |
|    | 5-7 R  |        | Final Exam 10:30-12:30  |