

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
Poverty, Inequality, Discrimination & Public Policy
19:910:544
Spring 2023

Professor:
Email:
Class Time:
Format:
Zoom:

I. Course Description

Confronting issues of poverty, inequality, and discrimination is a core value of the social work profession. This course will provide students with a theoretical, empirical, and analytical understanding of poverty, inequality, and discrimination in the US. This course will explore how these fundamental elements of the social environment affect the well-being of individuals, families, and communities and the role of public policies in both creating and addressing these social problems. Throughout the course students will also consider the role that social workers have played and can play in both contributing to and confronting these forms of oppression.

II. Course Overview

The course will address the following four broad areas.

First, we will explore a number of competing theoretical perspectives on the causes of poverty and inequality and examine the roles of ideology, values, and social position in the response to poverty, inequality, and discrimination in the US and other wealthy nations.

Second, we will examine the extent and characteristics of poverty, inequality, and discrimination in the US. This will include an understanding of how these concepts are measured, as well as their patterns and dynamics over recent decades. The course will explore how the risks of experiencing these forms of oppression vary with respect to differences in race, ethnicity, gender, age, family background, and geographical residence. Comparisons will be made with other developed countries.

Third, the course will critically examine the complex interplay of processes and contexts that contribute to and are also consequences of poverty and inequality across the life course. These will include discrimination, segregation, family structure, employment, incarceration, health, exposure to violence, and child development. We will again compare these processes and consequences with those in other wealthy nations.

Fourth, throughout the course, we will highlight and discuss social policies in the US that directly or indirectly contribute to or work to reduce poverty, inequality, and discrimination and will compare them to those in other developed countries. We will also examine the role of social work in addressing and confronting issues of poverty, inequality, and discrimination.

III. Place of Course in Program

This course serves as a foundation or advanced year general elective as well as a MAP specialization and policy elective. The course is also open to doctoral students and to graduate students from other schools and departments with the instructor's permission.

IV. Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). Students are welcome to review CSWE's accreditation standards at www.cswe.org

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic, and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following competencies:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: (1) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and (2) engage in practices that advance social, economic, and environmental justice.

Competency 5: Engage in Policy Practice Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers: (1) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; (2) assess how social welfare and economic policies impact the delivery

of and access to social services; and (3) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

V. Course Level Learning Goals:

At the conclusion of this course, students will:

1. Critically evaluate the theoretical background and the roles of ideology, values, and social position in society's views of and response to poverty, inequality, and discrimination.
2. Describe the different measures of poverty, inequality, and discrimination and the consequences of these measures for the social construction of the problem, policy response, and political debate.
3. Identify the extent, patterns, and trends of poverty, inequality, and discrimination in the US and how they are distributed across demographic groups and geographic areas in the US.
4. Describe how poverty, inequality, and discrimination impact all aspects of individual, family, and community well-being in the US and describe the fundamental role that these forms of oppression play in human behavior across the life course.
5. Identify the role of public policy and its implementation in producing, maintaining, and alleviating poverty, inequality, and discrimination in the US and how this compares with other developed countries.
6. Identify and critically evaluate the role that social workers can play in addressing and confronting issues related to poverty, inequality, and discrimination through clinical practice, policy practice, research, advocacy and all aspects of social work practice.

VI. School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VII. Diversity and Inclusion Statement

RU SSW seeks to create an inclusive learning environment where diversity, individual

differences and identities (including but not limited to race, gender-identity and expression, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

VIII. Reaching Out and Student Success and Well-Being

Graduate School is challenging no matter what and this has been a particularly challenging time period for all of us. My goal is to support your success in the classroom despite these challenges. If you are struggling academically or if you have other concerns, please reach out to me and communicate your concerns. I am here to help you with course content and I can refer you to other academic support and/or resources to support your well-being as necessary. Please remember that the [Office of Student Affairs](#) and your advisor are also here to help facilitate your success in our program as well. A variety of resources can be found on including supports around behavioral health/counseling, sexual violence and misconduct diversity and inclusion and bias reporting by campus at <https://socialwork.rutgers.edu/current-students/office-student-affairs>.

IX. Required Readings

There are **NO required texts to be purchased** for this course! **All** required readings are posted on the **Canvas** course site as either web links or PDF documents or both. For some readings please click on the web link in the syllabus (or on the **Canvas** site) because they include interactive features that may not be captured in a PDF.

Students are expected to scan national ([The New York Times](#), [The Washington Post](#), or [National Public Radio](#)) and New Jersey (*NJ Monitor*: <https://newjerseymonitor.com/>) news sources regularly to be fully informed of current events related to issues of poverty, inequality, and discrimination in the US, NJ, and globally.

Rutgers University Libraries has purchased an institutional subscription to *The New York Times*, which provides **full FREE access** to NYTimes.com and The New York Times app. Students **MUST** create a personal account to access the NY Times for free.

Please do this right away as many readings require access to the NY Times. After clicking the Connect button in the site <https://www.libraries.rutgers.edu/indexes/nyt-digital>, and arriving at The New York Times website, select “Create Account” to create a NYTimes.com personal account. After creating your account, you may use it to log into NYTimes.com and The New York Times app from any location on any device.

X. Course Attendance and Participation Policies

In order to gain the most from their educational experience, MSW students are expected to attend class regularly. You should arrive to class on time and stay for the entire duration of class. Arriving late and leaving early is disruptive to others and creates difficulties in planning course activities. Thus, **students will receive half credit for attendance on days that they are late or leave early.** In addition, students are expected to take leadership roles in class discussions and exercises and come to class having completed any readings and assignments. If you do need to arrive to class, leave early, or miss a class, please reach out to the professor.

XI. Zoom camera policy (for synchronous classes only)

In order to promote interactive learning, engagement, and community building, we expect students enrolled in synchronous remote classes (i.e., 'Zoom') courses to turn their **cameras on for the duration of class**. RU SSW also expects: 1) students should be in as private and distraction free environment as possible in order to support focused learning; and 2) students should not be engaged in other activities during class (driving, at work, etc.). If you are unable to turn your camera on for a particular week, please reach out to the professor before class.

XII. Course Logistics

Course format, attendance, and participation

This course is offered in the **SYNCHRONOUS REMOTE** format. Students are expected to attend class, join the virtual session on time, stay for the entire session, participate in class discussions, activities, and breakout exercises, and must have **their cameras on for the duration of class**. If there is some reason that a student cannot have their camera turned on, they must inform the professor prior to class. Students are also expected to complete all assigned readings so that they can fully participate in and contribute to class discussions.

Receiving course messages through e-mail

Students are expected to regularly check their RU e-mail account for course messages, delivered through the Canvas course shell. The instructor will regularly communicate with students by e-mail and students are responsible for making sure they are receiving these communications.

CANVAS Learning Platform: Accessing all course materials, and submitting assignments

All readings, assignment instructions, the syllabus, and other materials for this course are posted on the **Canvas learning platform**. In addition, e-mails and announcements from the instructor will be sent through Canvas to the student's RU e-mail account. Students must have a Netid and Password to access these sites and are responsible for making sure they have access before the semester begins. **All assignments** are to be submitted through the Canvas learning platform.

Teaching methods

A variety of teaching methods are utilized in this class, including lectures, discussions, class exercises and assignments, videos, audio clips, and readings. The course outline contains a list of the required and suggested readings for each session. Students are expected to have read the **required readings prior to class and to be prepared to discuss them and participate in class discussions and exercises**. Suggested readings are listed as resources for students to pursue as they choose; thus they are not required.

Respect for others in the classroom

Social work courses often cover material and topics that can be provocative and polarizing, with room for multiple and diverse perspectives. We all must treat each other with respect when opinions are shared. Language should be used that recognizes diversity and is respectful of others. It is also imperative, as we struggle with complex political, personal, and social issues,

that we not silence others by assuming that there are "politically correct" lines of thought that cannot be challenged. **Nonetheless**, as social workers, our opinions and conversations should always be in line with the **Social Work Code of Ethics**.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

XIII. Course Assignments and Grading

1. Weekly reading responses (starting week 2) (20%).

Each week students will submit through Canvas **two (2) comments, thoughts, ideas or questions** that were sparked by the required readings (or videos, radio clips, etc.) for that week. They must also be prepared to bring these up in class, though not everyone will be able to do this every week. **Submissions must include citations to the readings they are referencing.** These questions will be graded *as completed or not completed (0/1), with late or incomplete submissions counted as 0. Due by midnight the day before class.*

2. Participation in weekly class activities (30%).

Each week students will engage with a specific in-class activity, which may include a discussion, class exercise, video, or podcast. Weekly activities may or may not involve submission of something, but this will happen during class time. On a few occasions students will be asked to watch a film/listen to a podcast, etc. outside of class, but as a substitute for class time. In these few cases, the class activity will include a submission outside of class. Weekly activities will be graded *on a 3-point scale: 0= absent or did not participate; 1= present but did not fully participate; 2= fully participated.*

3. Three current events articles (15%)

Students will **sign up for three weeks** in which they will submit current events article summaries. Students will find relevant articles from *The New York Times*, *The Washington Post*, *National Public Radio*, or *The New Jersey Monitor* for **three (3)** class sessions. **Each article will be accompanied by:** **1)** A brief summary of the article (1-2 paragraphs); **2)** Explanation of how it is related to our course; and **3)** One question, idea or comment in response; **4)** Link to the article or story. Students should be prepared to briefly present their article to the class, though not every student will be asked to present each time. Current events submissions are ***due by midnight the day before class***. Current events submissions will be graded *on a 3-point scale: 0= no submission; 1=submission is late, incomplete, or incorrect; 2= submitted on time, complete, and correct.* Students will only receive credit for one current event per week.

4. One policy advocacy blog post, opinion piece, or infographic (30%)

You will select a social problem, related to poverty, inequality, or discrimination, that is of particular interest to you and write a blog post or an op-ed (opinion) piece, or create an infographic. This piece will: **1) Describe the social problem;** **2)** Advocate for a particular **policy position** with regards to this social problem; and **3)** make a case for **why social workers should be engaged with this issue.** The post should be clear and concise – no more than two single-spaced pages (800 words max). Detailed assignment instructions available on Canvas. ***Select social problem to focus on by week 12. Due week 15.***

5. Attendance and participation (5%)

In this synchronous remote format, **students are expected to:** (1) Be in attendance in our zoom virtual space for each class session; (2) Join the class on time, return from break on time, and stay till the end of class for each class session; (3) Have their cameras on for the entire class session; and (4) Regularly participate and engage in class discussions, raise hand to answer questions, and participate in any electronic polls, quizzes, games, or breakout rooms that are created for the class.

Arriving late and leaving early is disruptive to others and creates difficulties in planning course activities. Thus, **students will receive half credit for attendance on days that they arrive late or leave early.** If there is a specific issue or problem that prevents the student from turning on their camera for a particular class, or if a student needs to arrive late, leave early, or be absent from class, the student should let the instructor know prior to the class.

Rutgers MSW Program-Wide Grading Scale

Grades for all MSW courses will be assigned based on the following percentage point cutoffs. Scores of 0.5 and above will be rounded up to the next whole number.

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

XIV. **Course Evaluation**

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-semester evaluation.

XV. **Academic Resources**

Library Research Assistance:

Social Work Research Guide: <https://libguides.rutgers.edu/socialwork>

Julia Maxwell is the social work the social work librarian on the New Brunswick Campus jam1148@libraries.rutgers.edu p. 848-932-6124 **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909;

Katie Anderson is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830.

They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Writing skills can be improved with practice and effort and Rutgers has multiple resources available to help students strengthen their professional and academic writing skills.

All MSW Students

All MSW School of Social Work students: New Brunswick, Camden, Newark, Intensive Weekend, online and blended are eligible to access writing assistance at the New Brunswick Learning Center.

<https://rlc.rutgers.edu/student-services/writing-tutoring> Online tutoring is available.

Newark Students Only

The Newark writing center is available for MSW students on the Newark campus by appointment. Online tutoring may be available.

<http://www.ncas.rutgers.edu/writingcenter>

Additional online resources

APA Style

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7th edition (2020). It can be purchased at [APA Manual 7th Edition](#). The Purdue OWL website also provide assistance with APA style

<https://owl.english.purdue.edu/owl/resource/560/01/>

Email Etiquette for Students

<https://owl.english.purdue.edu/owl/resource/694/01/>

XVI. Academic Integrity

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter

the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution."

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Patricia Findley at pfindley@ssw.rutgers.edu). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: *On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.*

XVII. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration form](#) on the ODS website.

Useful Resources for Further Exploration

- American Academy of Social Work & Social Welfare Grand Challenges Initiative
<http://aaswsw.org/grand-challenges-initiative/12-challenges/>
- The Sum of Us Podcast. Builds on the book below, Heather McGhee travels across the country unearthing stories of how people are working together across racial and class divides to build a better America for everyone. <https://highergroundmedia.com/podcasts-archive/thesumofus>
 - Heather McGhee. 2021. *The Sum of Us: What Racism Costs All of Us and How We Can Prosper Together* (new book)
- Growing Apart: A Political History of American Inequality. 2013. Gordon, Colin.
<http://scalar.usc.edu/works/growing-apart-a-political-history-of-americaninequality/index>
- Inequality.org: Documenting Inequality in the US & Advocating for Policies to Reduce Inequality: <https://inequality.org/>
- Stanford Center on Poverty & Inequality. <https://inequality.stanford.edu/>
- Opportunity Insights: <https://opportunityinsights.org/>
- Institute for Research on Poverty, University of Wisconsin-Madison.
<https://www.irp.wisc.edu/index.htm>
- University of Kentucky Center for Poverty Research. <http://www.ukcpr.org/>
- Center on Poverty & Social Policy. Columbia University.
<https://www.povertycenter.columbia.edu/>
- Social Welfare History Project. Virginia Commonwealth University.
<https://socialwelfare.library.vcu.edu/>
- Police and Criminal Legal System Reform:
 - Portals Policing Project: <https://www.portalspolicingproject.com/>
 - Abolition (of the carceral state) Movement : <https://www.8toabolition.com/>
 - Network to Advance Abolitionist Social Work: <https://www.naasw.com/>
- Seven Up Documentary Series. British documentary following 14 children of different class backgrounds from when they were 7 years old in 1964 every few years. Last episode was 2019, when they are 63. Considered one of the most important studies of inequality and effects of class on outcomes. <https://www.theguardian.com/film/2019/jun/01/seven-up-at-63-documentary-michael-apted-cameraman-george-jesse-turner-interview>
- Documentary Film: Race: The Power of An Illusion.
<https://www.racepowerofanillusion.org/qa/why-was-racist-ideology-so-easy-white-america-accept-and-internalize>
Watch here: <https://www.njvid.net/show.php?pid=njcore:17811>
- The 1619 Project. The legacy of slavery in the US. By Nikole Hannah-Jones, Pulitzer Prize winning essays. <https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html>
 - Nikole Hannah-Jones, 2021. *The 1619 Project: A New Origin Story*. New book based on the NY Times project.
- The Atlantic Magazine Series on Race and Racism:
<https://www.theatlantic.com/education/archive/2020/06/atlantic-reader-race-and-racism-us/613057/>
- The America We Need. Series from the NY Times. 2020. Essays on how the Pandemic has revealed and aggravated inequality and ideas about how this crisis provides an opportunity to build a better America. <https://www.nytimes.com/2020/04/09/opinion/sunday/coronavirus-inequality-america.html>

XVIII. Semester at a Glance Course Overview

Week	Date	Topic
<i>Part 1: Understanding Poverty, Inequality & Discrimination</i>		
1	1/18	Course Overview & Intro to Poverty, Inequality & Discrimination
2	1/25	Defining Poverty & Views of Poverty
3	2/1	Measuring Poverty
4	2/8	Economic Inequality
5	2/15	Economic Inequality & Economic Mobility
6	2/22	Discrimination by Race & Ethnicity
7	3/1	Discrimination by Gender
<i>Part 2: Causes, Consequences, Solutions</i>		
8	3/8	Representation & Power
3/15		SPRING REAK - NO CLASS
9	3/22	Incarceration & the Criminal Legal System
10	3/29	Segregation, Neighborhoods & Housing
11	4/5	Schools & Education
12	4/12	Employment & Labor Market Conditions
13	4/19	Health & Family Well-being
<i>Part 3: Standing Up for Change</i>		
14	4/26	Action Steps
15	5/3	Wrap Up & Debrief

XIX. Detailed Course Outline

PART I: UNDERSTANDING, DEFINING & MEASURING POVERTY, INEQUALITY & DISCRIMINATION

Week 1: January 18, 2023

Topic: Course Overview & Intro to Poverty, Inequality & Discrimination

- Course overview
- Why do we care about poverty, inequality & discrimination?
- Why should social workers study poverty, inequality & discrimination?
- What has the pandemic revealed about poverty and inequality in the US?

Required Readings:

- The America We Need: Introduction. NY Times Series on the Effect of the Pandemic on the US. OR listen to the podcast of this essay (20 minutes – scroll a bit down to reach the audio option) <https://www.nytimes.com/2020/04/09/opinion/sunday/coronavirus-inequality-america.html>
- The Costs of Poverty Factsheet: <https://www.poorpeoplescampaign.org/resource/costs-of-poverty-fact-sheet/>

Supplementary Readings:

- AASWSW. Grand Challenges for Social Work. Reversing Extreme Inequality. (*Increases in Inequality: p. 3-8*). <http://aaswsw.org/wp-content/uploads/2016/01/WP16-with-cover-2.pdf>
- Heather McGhee, February 13, 2021. The Way out OF America’s Zero-Sum Thinking on Race and Wealth. <https://www.nytimes.com/2021/02/13/opinion/race-economy-inequality-civil-rights.html>

Week 2: January 25, 2023

Topic: Views & Definitions of Poverty

Questions to Consider

- What are the differing views about the causes of poverty & inequality in the US?
- How do each individual’s own social position, experiences, political ideology, religion, racial and ethnic identity, and gender contribute to how we view these issues?
- What are common myths about poverty?
- What are the facts about poverty?

Required Readings:

- Rank, M.R, Lawrence E.M., & Bullock, H.E. 2021. *Poorly Understood: What America Gets Wrong About Poverty*.
 - **Chapter 1: Introduction, (p. 1-5)**. Oxford Academic. (Available online through Rutgers Libraries: <https://academic-oup-com.proxy.libraries.rutgers.edu/book/39419>)
 - **Read the summaries of the 4 sections of the book in the pdf document (1.5 pages)** from the Rank et al. 2021 *Poorly Understood: What America Gets Wrong About Poverty* book.
 - Each of the 15 chapters in these sections addresses a common myth about poverty. **Read two of these chapters (professor will assign chapters)** to understand what these myths are and what the facts tell us.

Supplementary Readings:

- Economic Fallout from Covid-19 Continues to Hit Lower Income Americans the Hardest
<https://www.pewsocialtrends.org/2020/09/24/economic-fallout-from-covid-19-continues-to-hit-lower-income-americans-the-hardest/>

Week 3: February 1, 2023

Topic: Defining & Measuring Poverty

Questions to Consider

- What are different ways to measure poverty and what are the debates around these?
- How does political ideology play a role in these debates?
- What is the official poverty measure in the US and what are the problems with this measure?
- What is the extent of poverty in the US and who is most likely to be affected? What is the role of age, gender, race, ethnicity, geography, place of birth, family structure?
- How do we compare to other wealthy nations?

Required Readings:

- Iceland: Chapter 2: Methods of Measuring Poverty (*p. 1-17*)
- How the Census Bureau Measures Poverty. 2022. (*1 page infographic*)
https://www.census.gov/library/visualizations/2021/demo/poverty_measure-how.html
More details and an example: <https://www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures.html>
- Center for American Progress. 2021. The Basic Facts about Children in Poverty. (*Make sure to look at recommendations*). <https://www.americanprogress.org/article/basic-facts-children-poverty/>

Supplementary Readings:

- Center for American Progress. 2020. Poverty Line Matters, But Isn't Capturing Everyone.
<https://www.americanprogress.org/issues/poverty/news/2020/03/05/481314/poverty-line-matters-isnt-capturing-everyone/>

Week 4: February 8, 2023

Topic: Economic Inequality

Questions to Consider

- What is economic inequality and how does it differ from poverty?
- How is inequality measured? What is the extent of inequality in the US?
- How does wealth inequality differ from income inequality?
- Is inequality a problem? And if so, why?

Required Readings:

- Inequality.org: Read the section on **Income Inequality** (*6 pages, mostly figures*):
<https://inequality.org/facts/income-inequality/>
- Inequality.org: Read the section on **Wealth Inequality** (*4 pages, mostly figures*):
<https://inequality.org/facts/wealth-inequality/>

- Is Inequality a Problem? Samuel Scheffler. 2020. NY Times. The America We Need Series (2 pages). <https://www.nytimes.com/2020/07/01/opinion/economic-inequality-moral-philosophy.html>
- Pew Research Video: How do Americans view inequality (3 mins) <https://youtu.be/ubKBuoK30j0>

Supplementary Readings:

- Crystal, Stephen, Shea, Dennis G. & Adrianna M. Reyes. 2016. Cumulative Advantage, Cumulative Disadvantage, and Evolving Patterns of Late-Life Inequality. The Gerontologist. Online first. Summary of findings: <https://news.rutgers.edu/late-life-economic-inequality-has-risen-sharply-recent-decades-rutgers-study-finds/20160330#.Wk12hVVKvX4>

Week 5: February 15, 2023

Topic: Economic Inequality & Economic Mobility

Questions to consider:

- How is wealth inequality related to race and social policies?
- What is economic mobility and how is it related to inequality?
- What is the difference between absolute and relative mobility?
- How much social mobility is there in the US and how has it changed over time?
- How does the extent of social mobility in the US compare with other rich nations?

Required Readings:

- Demos. 2019. The Asset Value of Whiteness: Understanding the Racial Wealth Gap. (13 pages with graphs and figures) https://www.demos.org/sites/default/files/publications/Asset%20Value%20of%20Whiteness_0.pdf
- Economic Mobility Memo 1: Definitions and Trends, Institute for Research on Poverty. University of Wisconsin-Madison (**Read p. 1-10 ONLY**). <https://www.irp.wisc.edu/wp/wp-content/uploads/2020/09/Economic-Mobility-Memo-1-Definitions-and-Trends-April-2020.pdf>
- Watch Pew Video: Absolute vs. Relative Mobility (3 minutes). <https://youtu.be/fTDhi12rqYc>
- Washington Center for Equitable Growth. 2021. The American dream is less of a reality today in the United States compared to peer nations. <https://equitablegrowth.org/the-american-dream-is-less-of-a-reality-today-in-the-united-states-compared-to-other-peer-nations/>

Supplementary Reading:

- Oliver, Melvin & Thomas M. Shapiro. 2006. *Black Wealth/White Wealth: A New Perspective on Racial Inequality*, 2nd edition. New York: Routledge.
 - Chapter 1: “Race, Wealth, and Inequality.” (p. 11-33).
 - Chapter 2: “A Sociology of Race and Inequality.” (p. 35-54).
- Pew Research. 2012. Pursuing the American Dream: Economic Mobility Across Generations. (p. 1-27 w/charts) http://www.pewtrusts.org/~media/legacy/uploadedfiles/pcs_assets/2012/pursuingamericandreampdf.pdf

- Pew Research Center. 2017. How wealth inequality has changed in the US since the great recession by race, ethnicity, and income. (5 pages)
- <http://www.pewresearch.org/fact-tank/2017/11/01/how-wealth-inequality-has-changed-in-the-u-s-since-the-great-recession-by-race-ethnicity-and-income/>
- Pew Research. 2011. Does America Promote Mobility As Well As Other Nations? Economic Mobility Project. (p. 1-5 w/charts)
<https://www.russellsage.org/sites/all/files/does-america-promote-economic-mobility.pdf>

Week 6: February 22, 2023

Topic: Discrimination and Race & Ethnicity

Questions to consider

- How can discrimination be defined and measured?
- How is race a social construction and why did this happen?
- How can discrimination (in education, employment, housing, credit, and consumer markets) be both a cause and a consequence of poverty and inequality?
- What is the role of social policy in discrimination?

Required Readings:

- Pager, Devah & Hana Shepherd. 2008. "The Sociology of Discrimination: Racial Discrimination in Employment, Housing, Credit, and Consumer Markets." *Annual Review of Sociology* 34:181-209.
- How the Media Distorts Black Families. Summary of New Study. Jan, Tracy. Sept. 18, 2017. *The Washington Post*.
https://www.washingtonpost.com/outlook/2017/12/29/a374a268-ea6d-11e7-8a6a-80acf0774e64_story.html?utm_term=.3ae4fc51ce6e
 - Explore the full report: Dangerous Distortions by Color of Change.
<https://colorofchange.org/dangerousdistortion/>

Supplementary Readings:

- Nikole Hannah-Jones. *Pulitzer Prize winning Introduction to The 1619 Project. Our democracy's founding ideals were false when they were written. Black Americans have fought to make them true.* 2019. NY Times. <https://www.nytimes.com/interactive/2019/08/14/magazine/black-history-american-democracy.html>
 - OR: Podcast by Nikole Hannah-Jones. 2019. *The 1619 Project, Episode 1: The Fight for a True Democracy* (42 minutes)
<https://www.nytimes.com/2019/08/23/podcasts/1619-slavery-anniversary.html>
- Badger, Emily, Miller, Claire Cain, Pearce, Adam, & Qaly, Kevin (2018). Extensive Data Shows Punishing Reach of Racism for Black Boys. <https://nyti.ms/2T54QNX>
- Documentary Film: *Who We Are: A Chronicle of Racism in America*. 2021. By Jeffery Robinson. (1 hr 57min).
 - Watch through Rutgers library: https://video-alexanderstreet.com.proxy.libraries.rutgers.edu/watch/who-we-are?utm_campaign=Video&utm_medium=MARC&utm_source=asresolver
 - Also available on: <https://www.netflix.com/title/81488493>

Week 7: March 1, 2023

Topic: Discrimination and Gender

Questions to Consider:

- How do we measure & define gender discrimination?
- What is the role of employment, motherhood and care work?
- How is gender related to poverty & inequality?
- How is gender inequality related to sexual harassment, sexual abuse, and other forms of violence against women?
- What is the role of social policies?

Required Readings:

- England, Paula. 2005. "Gender Inequality in Labor Markets: The Role of Motherhood and Segregation." *Social Politics* 12: 264-288.
- Gender Economic Inequality. 2022. <https://inequality.org/facts/gender-inequality/>
- Banks, Nina. February 5, 2020. Black Women in the US and Unpaid Collective Work: Theorizing the Community as a Site of Production. <https://www.nytimes.com/2021/02/05/business/black-women-economists-nina-banks.html>
- Women's Unpaid Labor is Worth \$10.9 Trillion. 2020. NY Times (very short). <https://www.nytimes.com/interactive/2020/03/04/opinion/women-unpaid-labor.html>

Supplementary Readings:

- NY Times. Why Men Don't Want Jobs Mostly Done by Women. 2017. https://www.nytimes.com/2017/01/04/upshot/why-men-dont-want-the-jobs-done-mostly-by-women.html?_r=0
- Research Brief. RSF. Great Recession & Intimate Partner Violence https://www.russellsage.org/sites/default/files/pavlenko_brief_09082016.pdf
- Folbre, Nancy and Julie A. Nelson. "For Love or Money – Or Both?" *Journal of Economic Perspectives*, Vol. 14, No. 4 (Autumn, 2000), pp. 123-140
- Christopher Uggen & Amy Blackstone. 2004. Sexual Harassment as a Gendered Expression of Power. *American Sociological Review*, 69(1):

PART II: CAUSES, CONSEQUENCES & SOLUTIONS

Week 8: March 8, 2023

Topic: Social Policy 1: Power & Representation (moving here because of upcoming election)

Questions to Consider

- What is the state of democratic representation in the US today?
- What are some of the tools of voter suppression being enacted across the country?
- Who is most affected by these laws?
- What are current debates about access to voting and voter fraud? What does research tell us?
- How are power & representation both a cause and a consequence of poverty, inequality, and discrimination?

Voting is Social Work initiative: <https://votingissocialwork.org/#>

REGISTER TO VOTE AND HELP SOMEONE ELSE REGISTER TO VOTE:

Voter Registration Sites:

NJ: <https://www.state.nj.us/state/elections/voter-registration.shtml>

NY: <https://www.elections.ny.gov/VotingRegister.html>

PA: <https://www.pavoterservices.pa.gov/pages/VoterRegistrationApplication.aspx>

Required Readings:

- NY Times. A Dream Undone: Inside the 50-year Campaign to Roll Back the Voting Rights Act: https://www.nytimes.com/2015/07/29/magazine/voting-rights-act-dream-undone.html?_r=0
- ACLU. Block the Vote: How Politicians are Trying to Block Voters from the Ballot Box. 2021. <https://www.aclu.org/news/civil-liberties/block-the-vote-voter-suppression-in-2020>
- Best Explanation of Gerrymandering you will ever see. Washington Post. Video (2 minutes). <https://youtu.be/bGLRJ12uqmk>

Supplementary Reading

- Page, Benjamin & Martin Gilens, 2017. Democracy in America? What has gone wrong and what we can do about it. Rutgers Library link to full book online: https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?docID=6129650#goto_toc
- Democracy Docket Explainer: What is the Filibuster: <https://www.democracymarket.com/explainers/what-is-the-filibuster-and-how-can-the-senate-reform-it/>
- For Native Americans, a Historic Moment on the Path to Power at the Ballot Box. 2018. The New York Times <https://www.nytimes.com/2018/01/04/us/native-american-voting-rights.html?smprod=nytcore-ipad&smid=nytcore-ipad-share>
- Gerrymandering Explained. 2015. Vox.com <https://www.vox.com/cards/gerrymandering-explained/what-is-gerrymandering>

Disenfranchisement:

- Democracy Docket Explainer: What is Felony Disenfranchisement <https://www.democracymarket.com/explainers/felony-disenfranchisement-explained/>
- Ugen, Christopher, Larson, Ryan, & Shannon, Sarah. 2016. *The Sentencing Project*. 6 Million Lost Voters: State-level Estimates of Felony Disenfranchisement, 2016. <https://www.sentencingproject.org/publications/6-million-lost-voters-state-level-estimates-felony-disenfranchisement-2016/>
- Staples, Brent. 2014. The Racist Origins of Felon Disenfranchisement. The New York Times. November 18, 2014. http://www.nytimes.com/2014/11/19/opinion/the-racist-origins-of-felon-disenfranchisement.html?_r=0

Voter Fraud:

- Brennan Center for Justice. NYU Law School
The Myth of Voter Fraud – just quick skim of the evidence here <https://www.brennancenter.org/issues/voter-fraud>
- Resources on Voter Fraud Claims (comprehensive list of studies exploring all aspects of voter fraud claims) <https://www.brennancenter.org/analysis/resources-voter-fraud-claims>

March 15, 2023 SPRING BREAK – NO CLASS

Week 9: March 22, 2023

Topic: Incarceration & the Criminal Legal System

Questions to Consider

- How can incarceration be both a cause and a consequence of poverty and inequality?
- How are incarceration policies tied to the legacy of slavery and discrimination?
- Which groups are most at risk of involvement with the corrections system? Why?
- How are detention and incarceration connected to our economic system?

Required Readings:

- Mass Incarceration: The Whole Pie. 2022. Prison Policy Initiative. (look at the charts and graphs): <https://www.prisonpolicy.org/reports/pie2022.html>
- Bryan Stevenson, 2019. Slavery gave America a fear of Black people and a taste for violent punishment. Both still define our criminal-justice system. The 1619 Project. NY Times. <https://nyti.ms/2SPnPNF>
- Detained: How the US created the largest immigrant detention system in the world. 2019. Emily Kassie. The Marshall Project & The Guardian. Short text and about 20 minutes of short videos. <https://www.themarshallproject.org/2019/09/24/detained>

Supplemental Readings

- Coates, Tanehisi. 2015. The Black Family in the Age of Mass Incarceration. *The Atlantic Magazine*. October 2015. (about 40 pages w/photos and charts)
<http://www.theatlantic.com/magazine/archive/2015/10/the-black-family-in-the-age-of-mass-incarceration/403246/>
- MacFarquhar, Larissa. 2016. Building a Prison-to-School Pipeline. *The New Yorker*.
<https://www.newyorker.com/magazine/2016/12/12/the-ex-con-scholars-of-berkeley>

Week 10: March 29, 2023

Topic: Segregation, Neighborhoods & Housing

Questions to Consider

- What is the relationship between discrimination and segregation?
- What role did housing policies play? And what role do they continue to play?
- What role do neighborhoods play in poverty, inequality, and social mobility?
- How are housing policies related to education and children's life chances?

Required Readings

- NPR (35 minute podcast). Interview with Richard Rothstein, author of *The Color of Law: A Forgotten History of how the US Government Segregated America*. 2017.
<https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america>
OR Read Transcript: <https://www.npr.org/transcripts/526655831>
- What does a traffic jam in Atlanta have to do with segregation? Quite a lot. Kevin M. Kruse. 1619 Project. NY Times. 2019. <https://nyti.ms/2Vg3nqY>
- NY Times. Matthew Desmond. 2017. How Homeownership Became the Engine of American Inequality. https://www.nytimes.com/2017/05/09/magazine/how-homeownership-became-the-engine-of-american-inequality.html?_r=0

Supplementary Readings

- A vast wealth gap, driven by segregation, redlining, evictions and exclusion, separates Black and white America. 2019. Trymaine Lee. 1619 Project. NY Times. <https://nyti.ms/2HIC54j>
- NY Times. Kamin, D. August 25, 2022. Home Appraisal with a Black Owner: \$472,000. With a White Owner: \$750,000. <https://www.nytimes.com/2022/08/18/realestate/housing-discrimination-maryland.html>
- Sharkey, Patrick. 2009. Neighborhoods and the Black-White Mobility Gap. Pew Research, Economic Mobility Project (p. 1-23 w/charts). http://www.pewtrusts.org/~media/legacy/uploadedfiles/wwwpewtrustsorg/reports/economic_mobility/pewsharkeyv12pdf.pdf
- *The Atlantic* Series on Segregation & Housing Policies. Alana Semuels. 2015. Where Should Poor People Live? June 2, 2015. <http://www.theatlantic.com/business/archive/2015/06/where-should-poor-people-live/394556/>
- Testing the Divide – NY Newsday Investigation: Housing discrimination on Long Island: <https://projects.newsday.com/long-island/real-estate-investigation-videos/>Links to an external site.
 - Start at 2:15 after trailer: youtube w/CC <https://www.youtube.com/watch?v=wqN-D3f49fE>

Week 11: April 5, 2023

Topic: Schools & Education

Questions to Consider

- What is the connection between residential segregation and inequalities in educational access and outcomes?
- How do experiences of children in higher and lower-SES families differ and what is the role of these experiences in perpetuating inequalities?
- What is the role of institutions and policies?
- What types of interventions should be considered to improve (and equalize) access to education?

Required Readings:

- EdBuild. 2020. Fault Lines: America's Most Segregating School District Borders (*15 pages w/lots of figures*). <https://edbuild.org/content/fault-lines>
- New Jersey Policy Perspectives (NJPP): Separate and Unequal: Racial and Ethnic Segregation and the Case for School Funding Reparations in New Jersey. <https://www.njpp.org/publications/report/separate-and-unequal-racial-and-ethnic-segregation-and-the-case-for-school-funding-reparations-in-new-jersey/>

Supplementary Reading:

- Harming Our Common Future: America's Segregated Schools 65 Years after Brown. Frankenberg, Erica, Jongyeon Ee, Jennifer B. Ayscue, Gary Orfield. 2019. UCLA Civil Rights Project. (**READ Introduction (p. 6-15) AND Recommendations (p. 35-38)**). <https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and->

[diversity/harming-our-common-future-americas-segregated-schools-65-years-after-brown/Brown-65-050919v4-final.pdf](#)

- ACLU. 2020. Cops and No Counselors. How the Lack of School Mental health Staff is Harming Students. (*Read Executive Summary & Introduction, p. 4-10; and Recommendations, p. 40-43; and Skim the maps & charts in the rest of the document*) https://www.aclu.org/sites/default/files/field_document/030419-acluschooldisciplinereport.pdf
- Vox.com. 2015. The School to Prison Pipeline Explained: <https://www.vox.com/2015/2/24/8101289/school-discipline-race>

Week 12: April 12, 2023

Topic: Employment & Labor Market Conditions

Questions to Consider

- How do our economic system and the labor market contribute to poverty & inequality?
- What has happened to median wages? Median income? Why?
- What changes have occurred in the labor market with regards to income, wages, & benefits and how have these changes contributed to poverty & inequality?
- If everyone had a job would poverty be eradicated? Why or why not?

Due before class: *Submit description of social problem to focus on for op-ed/blog post assignment.*

Required Readings:

- The jobs we need, read (12 pages) or listen to audio podcast (20 minutes): <https://nyti.ms/3dZaUA0>.
- How much people are actually making. NY Times. <https://www.nytimes.com/interactive/2020/07/02/opinion/wage-salary-inequality-compensation.html>
- State of the Unions: What happened to America's Labor Movement. 2019. Caleb Crain. *The New Yorker*. (7 pages) or listen to audio podcast (20 minutes): <https://www.newyorker.com/magazine/2019/08/26/state-of-the-unions>

Supplementary Readings:

- Mishel, Lawrence. 2013. Declining Value of the Federal Minimum Wage is a Major Factor Driving Inequality. Issue Brief #351. Economic Policy Institute. (p. 1-8) <http://www.epi.org/files/2013/minimum-wage.pdf>
- Peri, Giovanni. *Immigrant Workers, Native Poverty and Labor Market Competition*. Policy Brief Vol 1, Number 3. Center for Poverty Research, University of California-Davis. (**Policy Brief Only: p. 1-2**). <http://poverty.ucdavis.edu/policy-brief/immigrant-workers-native-poverty-and-labor-market-competition>
- NY Times Magazine Series on *The Future of Work*. 2019. Matthew Desmond. Dollars on the Margin: The \$15 Minimum Wage Doesn't Just Improve Lives, It Saves Them. <https://nyti.ms/2GCxJNH>

Week 13: April 19, 2023

Topic: Health & Well-being

Questions to Consider

- What is the socioeconomic gradient in health?
- What do we know about racial disparities in health?
- How do poverty, inequality, and discrimination “get under the skin” to make us sick?
- How do poverty, inequality, and discrimination impact child development & children’s life chances?

Required Readings:

- Williams, David, Jourdyn Lawrence, Brigitte Davis. 2019. Racism and Health: Evidence and Needed Research. *Annual Review of Public Health* 40:10-1255. <https://www-annualreviews-org.proxy.libraries.rutgers.edu/doi/pdf/10.1146/annurev-publhealth-040218-043750>
- Inequality & Health. Cross-National Comparisons & Inequality and Health in the US. Inequality.org: <https://inequality.org/facts/inequality-and-health/>
- Evans, Gary, Brooks-Gunn, Jeanne & Klebanov, Pamela. 2011. Stressing Out the Poor: Chronic Physiological Stress and the Income-Achievement Gap. *Pathways*. Stanford University Center for the Study of Inequality. (4 pages). https://web.stanford.edu/group/scspi/media/pdf/pathways/winter_2011/PathwaysWinter11_Evans.pdf

Supplemental Reading

- Villarosa, Linda. 2018. Why America’s Black Mothers and Babies are in a Life-or-Death Crisis. *The New York Times*. <https://www.nytimes.com/2018/04/11/magazine/black-mothers-babies-death-maternal-mortality.html>
- Wakefield, Sarah & Wildeman, Christopher. 2014. Children of Imprisoned Parents and the Future of Inequality in the United States. Scholars Strategy Network. (2 pages). https://www.scholarsstrategynetwork.org/sites/default/files/ssn_key_findings_wakefield_and_wildeman_on_children_of_the_prison_boom.pdf
- Goodman, Lisa A., Smyth, Katya Fels, Borges, Angela M. & Rachel Singer. 2009. When Crises Collide: How Intimate Partner Violence and Poverty Intersect to Shape Women’s Mental Health and Coping. *Trauma, Violence & Abuse* 10(4): 306-329.
- Gilroy, Heidi, Nava, Angeles, Nava, Maddoux, John, McFarlane, Judith, Symes, Lene, Koci, Anne & Nina Fredland. 2015. Poverty, Partner Abuse, and Women’s Mental Health: New Knowledge for Better Practice. *Journal of Social Service Research* 41:145-157.
- Shonkoff, Jack. 2011. Building a Foundation for Prosperity on the Science of Early Childhood Development. *Pathways*. Stanford University Center for the Study of Inequality. https://stanford.edu/group/scspi/media/pdf/pathways/winter_2011/PathwaysWinter11_Shonkoff.pdf

Week 14: April 26, 2023

Topic: Action Steps – Moving towards Social Change

Questions to consider

- What are some of the most promising social policies that have been proposed that could reduce poverty, inequality, and discrimination?
- How are these policies particularly helpful at reducing these forms of oppression?

- What are the arguments for and against these policies?

Required Reading (Specific readings to be assigned later:

- Why We Need Reparations for Black Americans. Rashawn Ray and Andre Perry. 2020. Brookings Institution. https://www.brookings.edu/wp-content/uploads/2020/04/BigIdeas_Ray_Perry_Reparations.pdf
 - How Can We Fix Income and Wealth Inequality in America: Checklist <https://www.nytimes.com/2020/07/02/opinion/sunday/income-inequality-solutions.html> <https://nyti.ms/2NXL9p7>
 - Poor people's campaign: 14 policy priorities: <https://www.poorpeoplescampaign.org/resource/policy-and-legislative-priorities/>
 - Their Jubilee platform: <https://www.poorpeoplescampaign.org/about/jubilee-platform/>
 - Wealth Tax:
 - Vox. A better way to tax the rich. Wealth Tax Explained (3:45 minutes). https://www.youtube.com/watch?v=pTwPHuE_HrU
- OR
- Emmanuel Saez & Gabriel Zucman, Authors of Triumph of Injustice. Brookings Institution. (Video 5:20 minutes). <https://www.youtube.com/watch?v=2qM7Vy4DK-A>
 - Tackling Race Inequalities in Health and Housing. Brookings Institution. <https://www.brookings.edu/research/time-for-justice-tackling-race-inequalities-in-health-and-housing/>
 - Universal Basic Income Explained. Vox Media (2 minute video). <https://www.youtube.com/watch?v=c9xVWOfXW7U&feature=youtu.be>

Supplementary Readings

Bold Visions for Ending Poverty. 2017. Pathways Magazine. Stanford Center on Poverty & Inequality. (*These are all short w/lots of graphs & pictures*)

- Chapter 1: A New Anti-Poverty Policy Litmus Test (p. 1-5). Edin, Kathryn, Shaefer, Luke & Tach, Laura. http://inequality.stanford.edu/sites/default/files/Pathways_Spring2017_Litmus-Test.pdf
- Chapter 2: Cash Matters and Place Matters (p. 1-7). Smeeding, Timothy. http://inequality.stanford.edu/sites/default/files/Pathways_Spring2017_Cash-Place.pdf
- Chapter 3: A New Safety Net for 21st Century Families. (p. 1-6). Berger, Lawrence. http://inequality.stanford.edu/sites/default/files/Pathways_Spring2017_Family-Safety-Net.pdf
- Chapter 4: It's Time to Complete the Work-Based Safety Net. (p. 1-5). Shaefer & Edin. http://inequality.stanford.edu/sites/default/files/Pathways_Spring2017_Work-Safety-Net.pdf

Week 15: May 3, 2023

Topic: Wrap Up & Debrief

Final assignment due end of day week 15