

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY  
SCHOOL OF SOCIAL WORK  
**HBSE: Poverty, Inequality, Discrimination & Public Policy**  
**Lenna Nepomnyaschy**  
19:910:544  
**Spring 2017**  
**MASTER**

**Time:**

**Location:**

**Professor:**

**Email:**

**I. Course Description**

Confronting issues of poverty and inequality 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, and how these fundamental elements of the social environment affect human behavior across the life course. Throughout the course comparisons will be made with other developed nations. 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 and values in the response to poverty and inequality in the US and other wealthy nations.

Second, we will examine the extent and characteristics of poverty and inequality 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 risk of poverty varies 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.

Finally, the course will review social policies in the US which directly or indirectly impact poverty and inequality 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 social justice more broadly.

**II. Place of Course in Program**

This course serves as a foundation year general elective as well as a Human Behavior in the Social Environment (HBSE) distribution requirement for all MSW students. The pre-requisites for the course are HBSE I and Social Work Practice 1. The course is also open to doctoral

students and to graduate students from other schools and departments with the instructor's permission.

### **III. Course Objectives:**

At the conclusion of this course, students will:

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

### **IV. School-Wide Learning Goal**

The Rutgers School of Social Work, school-wide learning goal is to prepare students for practice and leadership roles in the fields of social work and social welfare. This goal is operationalized using **three** of the prescribed competencies from the Council on Social Work Education (CSWE):

1. Identify as a professional social worker and conduct oneself accordingly;
2. Apply knowledge of human behavior and the social environment; and
3. Apply critical thinking to inform and communicate professional judgement.

### **V. Course Expectations**

Students are expected to attend class, arrive on time, and be present for the entire session. Students are also expected to complete all assigned readings so that they can fully participate in class discussions.

Students are expected to read The New York Times regularly to be fully informed of current events that are related to issues of poverty and inequality in the US and globally.

All course materials are on the Sakai website for the course. Students are expected to access readings, lecture slides, and all other material and submit assignments through the website.

Students are expected to read emails and announcements sent by the professor through their Rutgers email account to stay informed of any last minute changes in the course schedule, readings, or assignments.

## **VI. Course Requirements**

Grades for the course will be based on the following criteria:

- 1. Five (5) short papers responding to questions based on weekly class readings (40%)**  
Students will sign up for **five** weekly sessions for which they will prepare responses to the questions posed for that week. Short papers (*2 DOUBLE-SPACED PAGES MAX*) will be turned in **BEFORE** the class session for which they are due. Students will be prepared to help facilitate class discussion for that session.
- 2. One take home final exam (25%)**  
The exam will evaluate students' understanding of the concepts discussed in class and their ability to critically apply those concepts. Exam will be short-answer format and will be based on readings, videos, lectures, and class discussions. Students will be allowed to use class materials for the exam, but must work alone.
- 3. Ethnography reading response (20%)**  
Students will prepare a short summary of their chosen ethnography, tying the work to the concepts covered in readings, lectures, and class discussions. Please see assignment sheet for specific instructions. Students will also discuss their chosen ethnography in class.
- 4. Five current events articles (10%)**  
Students will find and summarize relevant articles from *The New York Times* or *The Washington Post* for **five (5)** class sessions. Each article will be accompanied by a one (1) paragraph summary of the article and explanation of how it is related to our course. Students should be prepared to briefly present their article to the class.
- 5. Attendance and participation (5%)**  
Students are expected to attend each class, arrive on time, and stay for the entire session. Students are also expected to be prepared for class by having read the assigned material and to actively participate and engage in class discussions.

## **VII. Rutgers MSW Program-Wide Grading Scale**

Grades for all MSW courses will be assigned based on the following percentage point cutoffs. Scores of .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

## VIII. 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.

## IX. Resource Information for Personal Safety, Dating Violence and Sexual Assault

For students who have concerns about personal safety, harassment, dating and/or domestic violence, Rutgers offers assistance and guidance through the Office for Violence Prevention and Victim Assistance. Website: <http://vpva.rutgers.edu/>. Their services are available 24 hours/day, 7 days a week. For immediate assistance: 848-932-1181.

## X. Required Texts

Iceland, John. 2013. *Poverty in America: A Handbook*, 3<sup>rd</sup> edition. Berkeley, CA: University of California Press.

**and ONE** of these ethnographies:

Desmond, Matthew. 2016. *Eviction: Poverty and Profit in the American City*. New York: Crown Publishers  
<http://www.penguinrandomhouse.com/books/247816/evicted-by-matthew-desmond/9780553447439/>

**OR**

Deluca, Stehanie, Clampet-Lundquist, Susan & Kathryn Edin. 2016. *Coming of Age in the Other America*. New York: Russell Sage.  
<http://www.russellsage.org/coming-age-other-america>

**OR**

Edin, Kathryn & Luke Shaefer. 2015. *\$2.00 a Day. Living on Almost Nothing in America*. New York: Houghton, Mifflin, Harcourt.  
<http://www.twodollarsaday.com/>

**OR**

Halpern-Meehin, Sarah, Edin, Kathryn, Tach, Laura & Jennifer Sykes. 2015. *It's Not Like I'm Poor: How Working Families Make Ends Meet in a Post-Welfare World*. Berkeley, CA: University of California Press.  
<http://www.ucpress.edu/book.php?isbn=9780520275355>

**OR**

Edin, Kathryn & Nelson, Timothy. 2013. *Doing the Best I Can: Fatherhood in the Inner City*. Berkeley, CA: University of California Press.  
<http://www.ucpress.edu/book.php?isbn=9780520274068>

**OR**

Abramson, Corey M. 2015. *The End Game: How Inequality Shapes Our Final Years*. Cambridge, MA. Harvard University Press.

<http://www.hup.harvard.edu/catalog.php?isbn=9780674743953>

**OR – VAWC Required Choice**

Price, Joshua M. 2012. *Structural Violence: Hidden Brutality in the Lives of Women*. Binghamton, NY: SUNY Press. <http://muse.jhu.edu/book/19307>

**XI. Semester at a Glance Course Overview**

**Week Topic**

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**Part 1: Understanding Poverty & Inequality**

- 1 Introduction & Course Overview
- 2 Views and Values about Poverty & Inequality
- 3 Defining & Measuring Poverty
- 4 Extent of Poverty & Characteristics of the Poor
- 5 Defining & Measuring Inequality
- 6 Inequality & Economic Mobility

**Part 2: Processes, Causes, Contexts & Consequences**

- 7 Employment & Labor Market Conditions
- 8 Discrimination & The Roots of Segregation
- 9 Segregation, Neighborhoods, Housing & Schools, **Start Reading Ethnography**

**SPRING BREAK**

- 10 Incarceration & The Criminal Justice System
- 11 Family Structure & Family Formation
- 12 Health & Child Well-Being
- 13 Ethnography Summaries Due: **Presentations and Discussion**

**Part 3: Policies: The Good, the Bad, and the Ugly**

- 14 Anti-Poverty Policies & Tax Policies, **Final Exam Distributed**
- 15 Promising Policies

## **XII. Detailed Course Outline**

### **Part I: Understanding Poverty & Inequality**

#### **Week 1:**

##### **Topic: Introduction & course overview**

- Course overview
- Why study poverty and inequality?

##### **Required Readings:**

Iceland: Introduction (pages 1-10)

Claire Cain Miller. 2015. Class Differences in Child-rearing Are on the Rise. *The New York Times*. December, 18, 2015. <http://nyti.ms/1mabUGE>

Shulevitz, Judith. 2015. It's Payback Time for Women. *The New York Times*.  
<http://www.nytimes.com/2016/01/10/opinion/sunday/payback-time-for-women.html>

#### **Week 2:**

##### **Topic: Views and values about poverty & inequality**

##### Questions to Consider

- What are the different views of and perspectives on the potential causes of poverty?
- How have these views evolved historically?
- What roles do values and ideology play in thinking about poverty?
- Which views are more in line w/conservative political ideologies and which are more in line w/liberal or progressive ideologies?
- What are the inherent problems (conundrums) with designing anti-poverty programs?

##### **Required Readings:**

Iceland: Chapter 1: Early Views of Poverty in America. (p. 11 – 21).

Katz, Michael. 2013. Epilogue : What Kind of Problem is Poverty? (p. 268-278).  
*Undeserving Poor: America's Continuing Confrontation with Poverty, 2<sup>nd</sup> Edition*.  
Cambridge: Oxford University Press.

Schiller, Bradley. 2008. Chapter 1: Views of Poverty and Inequality (**ONLY p. 4-8 top**).  
In *Economics of Poverty and Discrimination, 10<sup>th</sup> Edition*. Upper Saddle River: Prentice Hall.

Ellwood, David. 1988. Chapter 2: Values and Helping Conundrums (**ONLY p. 13-25**). In  
*Poor Support: Poverty in the American Family*. New York: Basic Books, Inc.

#### **Week 3:**

##### **Topic: Defining & measuring poverty**

##### Questions to Consider

- What are different ways to measure poverty?
- What is the difference between consumption vs. resources measures of poverty?
- How is poverty officially measured in the US?
- How was this measure constructed? What is included? What is excluded? What are the thresholds?
- What are the main problems with the Official Poverty Measure (OPM)?
- What is the Supplemental Poverty Measure (SPM)? And how does it address some of the problems with the OPM?
- What role does political ideology play in trying to measure poverty?

## **SUBMIT ETHNOGRAPHY CHOICE**

### **Required Readings:**

Iceland: Chapter 2: Methods of Measuring Poverty (p. 22-38)

How the Census Bureau Measures Poverty. 2016 (1 page)

<https://www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures.html>

Short, K. 2012. The Supplemental Poverty Measure: Examining the Incidence and Depth of Poverty in the US Taking Account of Taxes and Transfers in 2011. **(ONLY Intro and Table 1, p 1- 4)**

<https://www.census.gov/hhes/povmeas/methodology/supplemental/research/sea2011.pdf>

Rector, Robert & Sheffield, Rachel. 2011. Understanding Poverty in the United States: Surprising Facts About America's Poor. Background. Heritage Foundation, Washington, DC. **JUST EXECUTIVE SUMMARY:** (p. 1-2).

<http://www.heritage.org/research/reports/2011/09/understanding-poverty-in-the-united-states-surprising-facts-about-americas-poor>

Botheac, Melissa & Cooper, Donna. 2011. What You Need When You're Poor: Heritage Foundation Hasn't a Clue. Center for American Progress. (1 page)

<http://www.americanprogress.org/issues/poverty/news/2011/08/05/10063/what-you-need-when-youre-poor/>

Sherman, Arloc. 2004. Hardships Are Widespread Among Families in Poverty. Center on Budget and Policy Priorities. (p.1-7).

### **Week 4:**

**Topic: How much and who? Extent of poverty and characteristics of the poor**

#### Questions to Consider

- What is the extent of poverty in the US?
- Which groups are at greatest risk of being poor?
- How have these things changed over time?
- How do we compare to other rich countries?

Old and Poor, America's Forgotten. Kaiser Family Foundation. Video (8 minutes)  
<http://kff.org/medicare/video/old-and-poor-americas-forgotten/>

### **Required Readings:**

Iceland: Chapter 3: Characteristics of the Poor (p. 39-60)

U.S. Census Bureau. 2015. *Income and Poverty in the United States, 2014*. **Introduction (p. 1-2), Poverty Section (p. 12-19)**. Current Population Reports. Washington, DC. P60-252.

<https://www.census.gov/content/dam/Census/library/publications/2015/demo/p60-252.pdf>

National Center for Children in Poverty (NCCP). 2015. Young Children in Deep Poverty. Fact Sheet. [http://www.nccp.org/publications/pdf/text\\_1133.pdf](http://www.nccp.org/publications/pdf/text_1133.pdf)

Unicef, Innocenti Centre, 2012. Measuring Child Poverty in Rich Countries. Florence, Italy: Innocenti Centre Report. Report Card 10. **(Look at first couple of figures)**  
[http://www.unicef-irc.org/publications/pdf/rc10\\_eng.pdf](http://www.unicef-irc.org/publications/pdf/rc10_eng.pdf)

Kaiser Family Foundation. 2015. Issue Brief: Poverty Among Seniors: An Updated Analysis of National and State Level Poverty Rates Under the Official and Supplemental Poverty Measures. <http://kff.org/report-section/poverty-among-seniors-issue-brief/>

### **Useful Resources:**

U.S. Census Bureau. Poverty Website.

<http://www.census.gov/hhes/www/poverty/>

Experimental Poverty Measures

<http://www.census.gov/hhes/povmeas/>

## **Week 5:**

### **Topic: What is inequality? defining & measuring**

#### Questions to Consider

- What is 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 compare to income inequality? Which one is higher?
- How do we compare to other rich countries?

### **VIDEO**

Wealth Inequality in America. Video. (6 mins)

<https://www.youtube.com/watch?v=QPKKQnijnsM>

Economic Policy Institute: Interactive Tool on Inequality.

<http://inequality.is/real>



## Required Readings:

Fischer, Claude S., Hout, Michael, Jankowski, Martin Sanchez, Lucas Samuel R., Swidler, Ann & Voss, Kim. 2007. **Inequality by design. Chapter 3 (p. 18 – 22)**. In Grusky & Szelenyi (eds.), *Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*. Cambridge, MA: Westview Press

Oliver, Melvin & Thomas M. Shapiro. 2006. *Black Wealth/White Wealth: A New Perspective on Racial Inequality, 2<sup>nd</sup> 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. 2015. The Many Ways to Measure Inequality.

<http://www.pewresearch.org/fact-tank/2015/09/22/the-many-ways-to-measure-economic-inequality/>

Pew Research Center. 2014. Wealth inequality has widened along racial, ethnic lines since the Great Recession.

<http://www.pewresearch.org/fact-tank/2014/12/12/racial-wealth-gaps-great-recession/>

Crystal, Stephen, Shea, Dennis G. & Adrianna M. Reyes. 2016. Cumulative Advantage, Cumulative Disadvantage, and Evolving Patterns of Late-Life Inequality. *The Gerontologist*. Online first.

<http://gerontologist.oxfordjournals.org/content/early/2016/03/29/geront.gnw056.full.pdf+html>

## Week 6:

### Topic: Inequality & economic mobility

#### Questions to Consider:

- What are the arguments about the positive and negative consequences of inequality?
- What is economic mobility and how is it related to income and wealth inequality?
- What is the difference between absolute and relative mobility?
- How does the US compare to other developed countries on these measures?

#### VIDEO

Inequality Debate – NPR – Youtube video (1 hour)

<https://www.youtube.com/watch?v=3GHKp6tPsEY>

Pew Mobility Video (3 mins)

<http://www.pewtrusts.org/en/multimedia/video/2011/economic-mobility-and-the-american-dream>

#### ACTIVITIES

Pew Research: Interactive Mobility Tool:

<http://www.pewstates.org/research/data-visualizations/faces-of-economic-mobility-85899503593>

Interactive Mobility Map

[http://www.nytimes.com/2013/07/22/business/in-climbing-income-ladder-location-matters.html?pagewanted=all&\\_r=2&#map-search](http://www.nytimes.com/2013/07/22/business/in-climbing-income-ladder-location-matters.html?pagewanted=all&_r=2&#map-search)

### **Required Readings:**

Birdsong, Nicholas. 2014. The Consequences of Economic Inequality. The Seven Pillars Institute. (p. 1-6).

<http://sevenpillarsinstitute.org/case-studies/consequences-economic-inequality>

Sharkey, Patrick. 2009. Neighborhoods and the Black-White Mobility Gap. Pew Research, Economic Mobility Project (p. 1-25 w/charts).

[http://www.pewtrusts.org/~media/legacy/uploadedfiles/wwwpewtrustsorg/reports/economic\\_mobility/pew\\_sharkeyv12pdf.pdf](http://www.pewtrusts.org/~media/legacy/uploadedfiles/wwwpewtrustsorg/reports/economic_mobility/pew_sharkeyv12pdf.pdf)

Pew Research. 2012. Pursuing the American Dream: Economic Mobility Across Generations. (p. 1-27 w/charts)

[http://www.pewtrusts.org/~media/legacy/uploadedfiles/pes\\_assets/2012/pursuingamerica\\_ndreampdf.pdf](http://www.pewtrusts.org/~media/legacy/uploadedfiles/pes_assets/2012/pursuingamerica_ndreampdf.pdf)

Pew Research. 2011. Does America Promote Mobility As Well As Other Nations? Economic Mobility Project. (p. 1-5 w/charts)

[http://www.pewtrusts.org/~media/legacy/uploadedfiles/pes\\_assets/2011/critafinal1pdf.pdf](http://www.pewtrusts.org/~media/legacy/uploadedfiles/pes_assets/2011/critafinal1pdf.pdf)

## **Part II: Processes, Causes, Contexts & Consequences**

### ***Week 7:***

#### **Topic: Employment & labor market conditions**

#### **Questions to Consider**

- What are some characteristics of our economic and political system that contribute to poverty and inequality?
- What has happened to median wages? Median income? Why?
- If everyone had a job would poverty be eradicated? Why or why not?
- What role does immigration play?
- What are the debates about raising the minimum wage?

#### **RADIO CLIP**

WNYC series on living on the median income

<http://www.wnyc.org/story/life-in-the-middle/>

Median income in every census tract in the country

<http://project.wnyc.org/median-income-nabes/>

#### **FILM:**

Waging a Living – Low-Wage Work in the US

<http://www.pbs.org/pov/wagingaliving/>

**OR**

American Winter  
Rutgers Libraries Online Streaming Video

**Required Readings:**

Iceland, Chapter 5: Causes of Poverty, Part 1 (**ONLY p. 79-88**)

Autor, David. 2011. The Polarization of Job Opportunities in the U.S. Labor Market: Implications for Employment and Earnings. Center for American Progress. **Introduction and Summary ONLY** (p. 1-7).

<http://economics.mit.edu/files/5554>

Mishel, Lawrence. 2012. Unions, Inequality, and Faltering Middle-Class Wages, EPI Issue Brief 342. In *The State of Working America*, 12<sup>th</sup> Edition. Economic Policy Institute. (p. 1-12)

<http://www.epi.org/files/2012/ib342-unions-inequality-middle-class-wages.pdf>

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. (p. 1-2).

<http://poverty.ucdavis.edu/policy-brief/immigrant-workers-native-poverty-and-labor-market-competition>

**Week 8:**

**Topic: Discrimination**

Questions to consider

- How can discrimination be defined and measured?
- What are the different types of discrimination?
- How does discrimination in education, employment, housing, credit, and consumer markets lead to poverty and inequality?
- Which groups are at risk?
- How does gender fit into this?

**FILM:** True Colors, 1991. Primetime Documentary (17 mins)

<http://www.youtube.com/watch?v=YyL5EcAwB9c>

<http://www.youtube.com/watch?v=gOS3BBmUxvs>

**Readings:**

Iceland, Chapter 5: Causes of Poverty, Part 2 (**ONLY p. 89-113**)

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.

England, Paula. 2005. "Gender Inequality in Labor Markets: The Role of Motherhood and Segregation." *Social Politics* 12: 264-288.

Implicit Discrimination Test: **Register and Take the Test** (this will take 10-15 minutes). Make note of your results for yourself. You will NOT need to reveal your results in class. <https://implicit.harvard.edu/implicit/index.jsp>

## **NO CLASS, SPRING BREAK**

### **Week 9:**

#### **Topic: Segregation, neighborhoods, housing & education**

##### 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?
- What role do schools play?

##### **RADIO CLIP.**

NPR. Patrick Sharkey, Sociology, NYU. Neighborhoods and the Black-White Mobility Gap <http://www.npr.org/templates/story/story.php?storyId=111302250>

##### **Required Readings**

Sampson, Robert J. 2013. Division Street, USA. Opinionator. *The New York Times*. October 26, 2013. (p. 1-5).

*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/>

Has American Given up on The Dream of Racial Integration? June 19, 2015.

<http://www.theatlantic.com/business/archive/2015/06/segregation-2015/396167/>

How Housing Policy is Failing America's Poor. June 24, 2015.

<http://www.theatlantic.com/business/archive/2015/06/section-8-is-failing/396650/>

Orfield, Gary, Kucsera, John & Siegel-Hawley, Genevieve. 2012. Deepening Double Segregation for More Students. **READ Executive Summary Only, (p. 7-14)**. Civil Rights Project, University of California, Los Angeles.

<http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/mlk-national/e-pluribus...separation-deepening-double-segregation-for-more-students>

Smith, Mychal Denzel 2014. The School to Prison Pipeline Starts in Preschool. *The Nation*. March 28, 2014.

<http://www.thenation.com/article/school-prison-pipeline-starts-preschool/>

## **Week 10:**

### **Topic: Incarceration**

#### Questions to Consider

- How can incarceration be both a cause and a consequence of poverty and inequality?
- How have policies contributed to incarceration rates in the US?
- How do incarceration/corrections rates in the US compare with other countries?
- Which groups are most at risk of involvement with the corrections system? Why?
- What is disenfranchisement? Who is most affected?
- How can disenfranchisement be both a cause and a consequence of poverty and inequality?

#### **FILM & AUDIO:**

Video about inevitability of incarceration, Bruce Western (from Atlantic Article; 2 mins)

[http://www.theatlantic.com/video/embed/?brightcove\\_id=4477973230001](http://www.theatlantic.com/video/embed/?brightcove_id=4477973230001)

NPR: Incarceration and families (2 Parts: 19 minutes)

<http://www.npr.org/templates/story/story.php?storyId=90955842>

<http://www.npr.org/templates/story/story.php?storyId=90955847>

NPR Special Report: Economics of Prisons (2 parts: 18 minutes)

<http://www.npr.org/2011/03/25/134850972/town-relies-on-troubled-youth-prison-for-profits>

<http://www.npr.org/2011/03/28/134855801/private-prison-promises-leave-texas-towns-in-trouble>

Who benefits when a prison comes to town (2011; 11 minutes)

<http://www.npr.org/2011/11/05/142058047/who-benefits-when-a-private-prison-comes-to-town>

Private Prisons Cashing in on Prison Labor (2008; 12 minutes)

<http://www.npr.org/templates/story/story.php?storyId=90726858> (2008)

#### **Required 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/>

Wakefield, Sarah & Wildeman, Christopher. 2014. Children of Imprisoned Parents and the Future of Inequality in the United States. Scholars Strategy Network. (2 pages)  
Summary of key findings from Wakefield & Wildeman. 2013. *Children of the Prison Boom: Mass Incarceration and the Future of American Inequality*. Oxford University Press.

[https://www.scholarsstrategynetwork.org/sites/default/files/ssn\\_key\\_findings\\_wakefield\\_and\\_wildeman\\_on\\_children\\_of\\_the\\_prison\\_boom.pdf](https://www.scholarsstrategynetwork.org/sites/default/files/ssn_key_findings_wakefield_and_wildeman_on_children_of_the_prison_boom.pdf)

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](http://www.nytimes.com/2014/11/19/opinion/the-racist-origins-of-felon-disenfranchisement.html?_r=0)

Uggen, Christopher, Shannon, Sarah & Manza, Jeff. 2012. State-Level Estimates of Felon Disenfranchisement in the US, 2010. The Sentencing Project. (p. 1-17, with charts).

[http://www.sentencingproject.org/doc/publications/fd\\_State\\_Level\\_Estimates\\_of\\_Felon\\_Disen\\_2010.pdf](http://www.sentencingproject.org/doc/publications/fd_State_Level_Estimates_of_Felon_Disen_2010.pdf)

### **Week 11:**

#### **Topic: Families, family Structure & family formation**

##### Questions to Consider

- How has poverty and inequality contributed to changes in families, family structure, and family formation
- How can family structure contribute to poverty and inequality?
- What is the role of incarceration?

#### **VIDEO**

The New York Times Video – Single and Unequal (5 mins).

<http://graphics8.nytimes.com/video/players/offsite/index.html?videoId=100000001661964>

#### **Required Readings:**

McLanahan, Sara & Percheski, Christine. 2008. Family Structure and the Reproduction of Inequalities. *Annual Review of Sociology*, 34: 257-276.

McLanahan, Sara & Sawhill, Isabel. 2015. Marriage and Child Wellbeing Revisited: Introducing the Issue. *The Future of Children* 25(2):3-7. Fall 2015.

<http://www.princeton.edu/futureofchildren/publications/docs/Marriage%20Revisited%20Introduction.pdf>

Reardon, Sean F. 2013. No Rich Child Left Behind. Opinionator. *The New York Times*. April 27, 2013.

### **Week 12:**

#### **Topic: Health & child well-being**

##### Questions to consider

- How and why does poverty impact children's health, development, and life chances?
- How does duration, timing, and severity of poverty matter for children?
- How are neighborhoods related to child development?

- How is poverty and inequality related to health?
- What is the socioeconomic gradient in health?
- How else can SES and social conditions “get under the skin” to make us sick? Evidence?
- What do we know about differences in health by race/ethnicity in the US?
- What role might discrimination play?

**FILM:** *Unnatural Causes: Is Inequality Making Us Sick? Part I:* In Sickness and In Wealth. (50 mins.) **Part II:** When the Bough Breaks. (30 minutes)

### Required Readings:

“Reaching for a Healthier Life: Facts on Socioeconomic Status and Health in the U.S.” 2007. John D. and Katherine T. MacArthur Foundation Research Network on Socioeconomic Status and Health. (p.4-48, lots of pictures)  
[http://www.macses.ucsf.edu/downloads/Reaching\\_for\\_a\\_Healthier\\_Life.pdf](http://www.macses.ucsf.edu/downloads/Reaching_for_a_Healthier_Life.pdf)

Mani, Anandi et al. 2013. Poverty Impedes Cognitive Function. *Science*, 341:976-980.

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.  
[https://web.stanford.edu/group/scspi/\\_media/pdf/pathways/winter\\_2011/PathwaysWinter11\\_Evans.pdf](https://web.stanford.edu/group/scspi/_media/pdf/pathways/winter_2011/PathwaysWinter11_Evans.pdf)

Magnuson, Katherine & Votruba-Drzal, Elizabeth. 2009. Enduring Influences of Childhood Poverty. *Focus* 26(2):1-6. Institute for Research on Poverty. University of Wisconsin-Madison.  
<http://www.irp.wisc.edu/publications/focus/pdfs/foc262f.pdf>

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](https://stanford.edu/group/scspi/_media/pdf/pathways/winter_2011/PathwaysWinter11_Shonkoff.pdf)

### VAWC – Reading

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.

### Week 13:

**Topic: ETHNOGRAPHY ASSIGNMENT PRESENTATIONS & DISCUSSION**

### Part III: Policies: The Good, The Bad, and The Ugly

#### **Week 14:**

#### **Topic: Current US anti-poverty policies & tax policies**

##### Questions to consider

- What do we mean by progressive and regressive taxes? What are examples of each?
- What is the tax burden on different segments of the population?
- How has the tax burden changed?
- What is the difference between taxes, tax expenditures, and government programs?
- What role do all these policy instruments play in redistributing wealth?
- Who benefits most from the government? Who benefits the least?
- What are the largest and most important anti-poverty programs?

#### **FINAL EXAM DISTRIBUTED**

##### **ACTIVITY**

Interactive Map: State by State Distributional Analysis of Who Pays Taxes

<http://www.itep.org/whopays/#map>

##### **Required Readings:**

Iceland, Chapter 7: Poverty & Policy (**ONLY p. 139-155**)

Institute on Taxation and Economic Policy. 2015. Who pays? A Distributional Analysis of Tax Systems in All 50 States. (p. 1 – 25).

<http://www.itep.org/pdf/whopaysreport.pdf> (report in PDF)

Center for Budget and Policy Priorities. 2015. Policy Basics. Tax Expenditures.

<http://www.cbpp.org/research/federal-tax/policy-basics-federal-tax-expenditures>

The 12 Largest Individual Tax Exemptions:

<http://taxfoundation.org/blog/12-largest-individual-tax-expenditures>

Center for Budget and Policy Priorities. 2015. Average and Marginal Tax rates:

<http://www.cbpp.org/research/policy-basics-marginal-and-average-tax-rates>

##### **VAWC Reading**

Baker, Charlene K., Billhardt, Kris A., Warren, Joseph, Rollins, Chiquita & Nancy E. Glass. 2010. Domestic Violence, housing instability, and homelessness: A review of housing policies and program practices for meeting the needs of survivors. *Aggression and Violent Behavior* (15):430-439.

#### **Week 15:**

#### **Topic: What are the most promising policies?**

##### Questions to consider

- What are some of the most promising social policies that have been enacted or proposed that could reduce poverty and inequality?



- How are these policies (or why would these policies be if not yet enacted) particularly helpful at reducing poverty and inequality?
- What are the arguments for and against these policies?

### **PODCAST**

New Yorker – Politics of Income Inequality

<http://www.newyorker.com/online/blogs/newsdesk/2013/12/political-scene-the-politics-of-income-inequality.html>

### **Required Readings:**

Iceland, Conclusion (p. 157-163).

Economic Policy Institute. 2015. The Agenda to Raise America's Pay.

<http://www.epi.org/pay-agenda/>

Center for Budget and Policy Priorities. 2015. Policy Basics: The Earned Income Tax Credit. (p. 1-3).

<http://www.cbpp.org/research/federal-tax/policy-basics-the-earned-income-tax-credit>

Cohen, Patricia. 2015. Closing Education Gap Will Lift Economy, A Study Finds. *The New York Times*. February 2, 2105.

<http://www.nytimes.com/2015/02/03/business/economy/closing-education-gap-will-lift-economy-study-finds.html>

Brookings Institution. 2014. Potential Effects of the Affordable Care Act on Income Inequality. Executive Summary Only.

<http://www.brookings.edu/research/papers/2014/01/potential-effects-affordable-care-act-income-inequality-aaron-burtless>

Shulevitz, Judith. 2015. It's Payback Time for Women. *The New York Times*. –

### **REVISIT THIS ARTICLE**

<http://www.nytimes.com/2016/01/10/opinion/sunday/payback-time-for-women.html>

### **VAWC - Reading**

Hahn, Sur Ah & Judy Postmus. 2014. Economic Empowerment of Impoverished IPV Survivors: A Review of the Best Practice Literature and Implications for Policy. *Trauma, Violence & Abuse* 15(2):79-93.

## **XIII. Academic Integrity**

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6<sup>th</sup> edition.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows: **"Plagiarism:** Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited 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.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources without proper attribution".

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Antoinette Y. Farmer, 848.932.5358. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying 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 regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

It has been recommended by the Office of Student Conduct that the honor pledge below be written on all examinations and major course assignments.

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.***

#### **XIV. 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 web site at: <https://ods.rutgers.edu/students/registration-form>.

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the University Office of Disability Services, Lucy Stone Hall, Livingston Campus 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045, email address: [dsoffice@rci.rutgers](mailto:dsoffice@rci.rutgers), Phone: (848) 445-6800, fax: (732) 445-3388, for a letter of accommodation. (Undergraduate New Brunswick students should contact the Coordinator for Students with Disabilities for their College.) Students who are taken courses in Camden should contact Mr. Tim S. Pure, Assistant Director/Disability Services Coordinator, Rutgers-Camden Learning Center, Armitage, Hall, Room 231, 311 N. 5<sup>th</sup> Street, Camden, NJ 08102, email address: [tpure@camden.rutgers.edu](mailto:tpure@camden.rutgers.edu). Students who are taken courses in Newark should contact Ms. Genevieve Sumski, Disability Services Coordinator, Robeson Campus Center-Newark, 350 ML King, Jr. Boulevard, Newark, NJ 07102-1898. Any student, who has already received a letter of accommodation, should contact the instructor privately to discuss implementation of his/her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.