

THE STRUCTURE OF POVERTY, GLOBALLY AND LOCALLY

WGST 3510/POLS 3800/SOC 3510

Dr. Melissa Ochoa

Email: Melissa.Ochoa@slu.edu

Office Location: MCG 123

Office Hours:

- Noted on Canvas weekly
- T/TR 11:00am-12:00pm
- by appointment

Classroom: MCG 260

Meeting Time: T/TH 9:30-10:45am

Course Credit Hours: 3

IMPORTANT:

- During weekdays, I will respond to emails within 24 hours or sooner; Normal weekday email hours are 8:30am-5:00pm; weekends vary. Plan accordingly.
- If I have to miss a class unexpectedly, expect an email with class instructions. Always check your email before class.

Course Description:

This course examines the structural causes of poverty at the global and local levels from a multidisciplinary perspective. It also gives students an opportunity to explore ways in which average citizens can take action to alleviate poverty. While other variables will not be discounted, we will concentrate on the social, political, and economic structures that produce and perpetuate cycles of poverty. The global dimension of the course will focus primarily on developing countries while the local dimension will focus on policies and programs in the U.S. We will also examine the extent to which the structural causes of poverty are the same or different between the global and local levels.

Upon completion of the course, students should be able to

- identify structural sources of, and some solutions to, poverty;
- analyze the impact of social policies on social problems, especially poverty;
- propose some ways that individuals can work together to bring about social change, in particular to alleviate poverty; and
- recognize the value of civic-political engagement for bringing about greater social justice.

In this course, we will use an intersectional approach to both the subject matter and to classroom dynamics. Intersectionality is the recognition that we are all individuals with multiple social identities that intersect and shape our worldviews, and that these intersecting identities privilege and disadvantage each of us in different ways.

Required Textbooks:

- Tirado, Linda. 2014. *Hand to Mouth*. New York: Berkley Books. ISBN: 978-0425277973
- Rank, Mark, Lawrence Eppard, and Heather Bullock. 2021. *Poorly Understood: What America Gets Wrong About Poverty*. Oxford University Press.
- Kristof, Nicholas D., and Sheryl WuDunn. 2010. *Half the Sky*. New York: Vintage Books.
- Other readings posted on Canvas (be checking the syllabus and Canvas)

Note: Copies of readings should be available via SLU library.

Course Technology:

Make sure you have access to a wireless network, New York Times, Netflix, Microsoft Word, SLU libraries, and Canvas.

Diversity, Inclusion & Equity:

- My teaching is empathy-based→ “The highest form of knowledge is empathy, for it requires us to suspend our egos and live in another’s world”
- It is important that students from all backgrounds and perspectives be heard and included in these conversations. Diversity is an invaluable resource and strength.
- It is up to all of us to actively work on creating an environment where people feel comfortable to be who they are, as they are accepted for who they are. There may be a diversity of viewpoints, but they must be expressed respectfully.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by students, myself, or guests) that made you feel uncomfortable, please talk to me about it immediately.

Classroom Policies:

Please be respectful! Know that this is your opportunity to learn, and I have committed my time to teach you. I expect you to be on time to class and not use your cell phones during class. I start on time and end on time.

- Computer privileges: I prefer students to not use computers when taking notes as it creates a barrier during discussions, but students may use them if they stay participatory and not abuse computer privileges.

Note on Mental Health: You cannot pour from an empty cup and only you know what that measure is.

Collaborative Inquiry

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU’s institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](#) (SLOs).

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| Collaborative Inquiry is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below: |
| University Core Student Learning Outcomes |
| The Core SLO(s) that this component is intentionally designed to advance are: |
| SLO 2: Integrate knowledge from multiple disciplines to address complex questions |
| SLO 3: Assess evidence and draw reasoned conclusions |

SLO 8: Collaborate with others toward a common goal

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| Additionally, the Core Component-level Student Learning Outcomes are listed below: |
| Component-level Student Learning Outcomes |
| Students who complete this course will be able to: |
| <ul style="list-style-type: none">• Draw conclusions by combining examples, facts or theories from more than one field of study• Apply knowledge and approaches from their major field and Core classes to the study of a complex question• Suggest innovative solutions or creative answers to complex questions• Collaborate effectively with others on a team project |

Reflection-in-Action

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU’s institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](#) (SLOs).

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| Reflection-in-Action is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below: |
| University Core Student Learning Outcomes |
| The Core SLO(s) that this component is intentionally designed to advance are: |
| SLO 1: Students to examine their actions and vocations in dialogue with the Catholic, Jesuit tradition |
| SLO 9: Apply and acquire knowledge through engagement beyond the University |

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| Additionally, the Core Component-level Student Learning Outcomes are listed below: |
| Component-level Student Learning Outcomes |
| Students who complete this course will be able to: |
| <ul style="list-style-type: none">• Describe their understanding of new perspectives that they have experienced.• Situate the meaning of their actions in broader social contexts• Show how they apply ideas in the ‘real world’• Demonstrate fuller participation in community life |

COURSE GRADING:

- 1) Introduce Yourself on Canvas (4 points):** Instructions on canvas
- a. Why are you taking this course?
 - b. What do you hope to learn from this course?

2) Attendance (100 points) (class needs to vote):
Students must be no later than 5 minutes to get full attendance unless with an excuse; students can have two unexcused absences; I will not provide notes to absent students.

3) Weekly Responses (60 Points):

On weeks you are not a discussion leader, you will turn in a short writing response that will cover the week's reading. Your short response should elaborate on one point of interest in the reading, which particularly drew you in. Must include:

- 1 page, single-spaced, Times New Roman, 12pt font
- Focus on one controlling idea throughout your response (i.e., a critique of one of the author's main arguments or concepts, perspective you hadn't considered, etc.) rather than listing several ideas that you found interesting.
- One current (within the last six months) news article connected to your point/the readings
- The weekly responses must be submitted via Canvas.
- **Deadlines Mondays 11:59pm**

4) Discussion Leadership Questions (60 Points):

Each student will be required to prepare discussion questions for 6 weeks of the class sessions.

- To maintain a high level of academic rigor during our discussions, the format of the student questions will be based on Bloom's Taxonomy of Cognitive Domains, which includes 6 levels from simple recall (i.e., Knowledge Domains) to more complex and abstract levels (e.g. Evaluation Domain).
- Discussion leaders are required to target one question at each of the 6 levels (total 6 questions) and identify which domain each question relates to.
- **Deadline Mondays 11:59pm.**
- The questions must be submitted via Canvas.
- During the discussion, students will be responsible for leading their questions, so they should prepare by bringing notes to class for each question.

5) WGS Event Support (20 points):

Once during the semester, attend an event on campus sponsored or co-sponsored by the department of Women's and Gender Studies. Then turn in a short reflection essay (approximately 250 words) that in the first paragraph summarizes the content or a theme of the event and in the second paragraph describes how it relates to something in the course.

There are many events to choose from: the WGS brown bag speaker series, the new speaker series on diversity, equity, and inclusion, as well as events co-sponsored with other departments. I will announce these upcoming events as they are scheduled, and they can also be found in the Women's and Gender Studies bi-weekly emailed newsletter.

6) Service-Learning Project (200 total points):

As a Jesuit university, St. Louis University has an interest not only in teaching students about social justice but also in helping them explore ways to promote it in practice. For this course, every student is required to complete a minimum of 15 hours of work on a service-learning project during the course. Multiple students can work together on a single project if they choose, but each must still log 15 hours. If you run into problems getting sufficient hours at your project site, contact me immediately--otherwise, you may earn no credit for the project.

If you choose to do your service learning at a site where you are already a volunteer, then your project must either be different from your current volunteer activities or must take your current volunteer work in a new direction.

This project will serve as the core of your reflection and research papers and determine the general topic for your annotated bibliography. All students will meet with me individually early in the semester to plan your project. There will also be some small group discussions during class in order to share ideas about your experiences.

Our class will be assigned an "embedded writing consultant" to assist those of you who wish to get help with any stage of the writing process, from conceptualization through the final product. I encourage everyone to seek their help--one can always improve one's writing skills.

Following are the individual components of the project:

A) Project log (required):

You will need to keep a log of the time you spend on your service learning and turn it in with your Critical Reflection paper. Unless you are initiating an original project, it must be signed by a supervisor. Please use the "Service-Learning Course Hours Form" for this purpose, available on the website of SLU's Center for Service and Community Engagement at <https://www.slu.edu/life-at-slu/center-for-service/pdfs/service-learning-course-hours.pdf>. **If you do not put in the minimum of 15 hours work on the project, it will significantly lower your Critical Reflection paper grade.**

B) Preliminary Reflection paper (50 points):

About five weeks after the beginning of the semester, each student will write a 1-page description of their service-learning project, including:

- Paragraph 1: What is the agency or site? What are its goals? Who does it serve? Why did you choose it? What is your role?
- Paragraph 2: Is this agency/site service- or social change-oriented? What makes you think so?

C) Critical Service-Learning Reflection paper and Core Reflection addendum (150 points):

Critical reflection is essential for deep learning and is a hallmark of Jesuit education. Critical reflection not only involves thinking about our experiences and what we have learned from them, but also why they are significant and how they will impact us in the future. In short, it helps us determine what an experience means for our lives.

For the service-learning part of the course, you will write an approximately 3-page (750-word) paper that describes what your project means for how you can engage in social change activities in the future. This will be due near the end of the semester on the date specified below. As a guide, answer the following questions in your reflection paper (for additional prompts/ideas about what you might include, see the "C.A.R.E. Reflection Model for Cura Personalis Sequence" document on Canvas):

- *Very briefly* describe your project agency/site and your activities (you can incorporate material from your Preliminary Reflection paper).
- What did you learn about how you can engage in social action? This might include things about, say, the effectiveness of certain strategies; or it might be something more personal, such as how the assumptions you made at the start of the project have changed

or the types of activities that best suit you personally; or it might be skills you learned; or it might be something broader about how social change happens/does not happen.

- Which of your experiences were the most valuable in learning this?
 - Why does it matter that you learned this?
 - How is this likely to affect your actions in the future?
- The best papers will not only answer these questions but also **make explicit connections with course material** (e.g., the assigned readings and class discussions).
 - For the Core reflection part of the course, please attach an addendum to the Service-Learning Reflection. In this addendum, please answer the prompt, **“How have your Core courses prepared you to understand and address the structural aspects of poverty or income inequality?”** There are different ways to answer this question, so choose what seems most relevant to you. Some things you might want to mention are concepts and methodologies (ways of thinking) you learned/practiced in other Core courses and have been able to use in this course. Use examples to illustrate your claims.

7) Final Research Paper (600 total points):

- **Annotated bibliography of your research (200 points):**

Each student must turn in an annotated bibliography of **at least 10 reference works not assigned for the course** that you anticipate will be useful for your final paper. There is an online research guide prepared by Pius reference librarian Dr. Jill Bright (jill.bright@slu.edu) to help you get started. It can be found through the Pius Library website or at <http://libguides.slu.edu/poverty>. Dr. Bright is available to assist students, but don't contact her until you have begun doing the research on your own first.

Each student's bibliography should contain AT LEAST ONE reference from each of the following categories:

- scholarly books
- scholarly articles
- statistical abstracts or other statistical source
- scholarly encyclopedias (e.g., *The Encyclopedia of World Poverty*) (that is, cite at least one entry from at least one scholarly encyclopedia)
- websites run by established organizations (e.g., the U.S. government, international institutions such as the U.N., or NGOs), newspapers, or magazines
- Congressional or other legislative hearings (e.g., *CQ Weekly*)

Each bibliographic entry **MUST** contain both **a summary of what is in the source and an assessment of how useful it is likely to be for your final paper**. Do not simply copy down the article's Abstract; your entry needs to describe what YOU find potentially relevant in the selection, and it should be in your own words. As a rule of thumb, a minimum of four sentences is needed for an adequate entry. I will put some samples of well-written entries in a document on the course Canvas page entitled, "Sample Annotated Bibliography entries." You can also find a good online guide for writing an annotated bibliography at the Purdue University OWL website: <http://owl.english.purdue.edu/owl/resource/614/01/>.

Your bibliographic selections should cover a range of the issues involved in your topic-- for example, do not have four sources that provide only statistical data.

For the version you turn in to be graded, **label each entry in bold type and note the category of reference it is** (e.g., scholarly book, statistical source, etc.). Also, **write your research question at the very beginning of the bibliography**. The due date can be found in the class schedule, below.

Final research paper (400 points):

This paper should be a scholarly analysis of the general topic area you have chosen (e.g., food insecurity; housing; childcare; sweatshops) and an evaluation of the contribution your service-learning agency/site (or those like it) can make to poverty alleviation. Your goal is to use your research and your experience working on the project to evaluate how citizens can bring about greater social justice for the issue you have chosen. In some cases, the organizations/sites where students do their projects will fall short of their initial expectations, but these will still be opportunities for learning. Be sure to address the following questions somewhere in your paper:

1. What does this issue have to do with poverty? (Include some history of the issue here.)
For example,
 - What have been the dominant political discourses about the issue?
 - What is the history of public policy/international policy about the issue?
 - What does the scholarly/scientific literature say about this issue?
2. How does the agency/site where you did your service-learning project fit into this broader history of political action and discourse on poverty?
 - To what extent or in what ways can the organization/site help alleviate poverty, and/or what are its limitations?
3. What additional things need to happen in order to bring about greater social justice in your issue area? Be as specific as you can.

This paper should be approximately 5-7 typed pages (1250-1750 words) long, NOT including the reference list. I suggest that you **use subheadings** for different sections. Where possible, incorporate material from your annotated bibliography, your reflection paper, the assigned readings, class discussions, and things you have learned from your fellow students. **Indent and single space quotations** that run longer than three lines (and do not load up your paper with quotations. Instead, summarize an idea in your own words and attribute the original idea to the author with a citation).

Be sure to include citations for all of the articles/books/websites you use in your paper, including those assigned in the course. **Use either the APA, ASA, or Chicago citation style or an alternative the instructor has approved.** All of these **bibliographic entries must be complete.**

There should be a minimum of 10 citations; as a general rule of thumb, the more the better. Note that **you may only include a source in your bibliography/reference list if you explicitly refer to it in the text and include an in-text citation for it.** Also note that **every in-text citation should have a corresponding entry in your bibliography/reference list.**

Be sure to **proofread** all of your work before turning it in!

8) Group presentation (100 points):

Each group will collaborate to create and deliver a 10-12 minute presentation to the rest of the class. These will be presented during the scheduled final exam period. The topic of each group's presentation can vary depending on the students' interests, but it should include some sort of synthesis of the group's work over the course of the semester. Here are a few examples, but I encourage you to think of others—just get my approval before you proceed:

- What were the common themes among each of your projects/topics in terms of how to alleviate poverty?
- In what ways were your projects/topics different, why were they different, and in what ways does it matter?
- What are some promising practices, approaches, or solutions to alleviating poverty? They can be modeled on one or more of your projects/sites or they can be about how these approaches could be done better.
- What have you learned from each other that you didn't know before?

Your presentations can take any of a number of different forms. Here are just a few ideas:

- You can have everyone speak in turn.
- You can have one person speak and others do support work, such as write a script, create visuals, etc.
- You can create a video to show the class.
- You can create some sort of other product, such as a game for the class to play.

After these presentations, each group must turn in to the instructor a list of the group's members and a brief description of the tasks each performed to help prepare and deliver the presentation.

EXTRA CREDIT:

Documentary Reflection Essays (20 Points): Graded 0 or 10

I will provide a list of documentaries on Canvas that can be found on Netflix, Hulu, Amazon Prime, and/or SLU library. You will need to write TWO brief 1-2 paragraph essays (10 points each) on your thoughts regarding the documentary—including three new perspectives you learned--and how it is connected to course materials. Be sure to follow the instructions.

- Essays should include a summary of the documentary and demonstrate a connection to course readings.
- Include the following in-text citation (Author’s last name YEAR: #) → (Ochoa 2019: 34)

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| | | My Grade: |
| Introduce Yourself On Canvas | 4 points | _____ |
| Attendance | 100 points | _____ |
| Weekly Response | 60 points | _____ |
| Discussion Leadership Questions | 60 points | _____ |
| WGS Event Support | 20 points | _____ |

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| SL Preliminary Reflection Paper | 50 points | _____ |
| SL Critical Reflection Paper & Addendum | 150 points | _____ |
| FRP Annotated Bibliography | 200 points | _____ |
| Final Research Paper | 400 points | _____ |
| Group Presentation | 100 points | _____ |
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| Total: | 1144 points | _____ |

| TOTAL POINTS | PERCENTAGE | LETTER GRADE |
|--------------|------------|--------------|
| 1030+ | 90-100% | A |
| 996-1029 | 87-89% | B+ |
| 939-995 | 82-86% | B |
| 916-938 | 80-81% | B- |
| 881-915 | 77-79% | C+ |
| 824-880 | 72-76% | C |
| 801-823 | 70-71% | C- |
| 687-800 | 60-69% | D |
| 0-686 | 0-59% | F |

Tentative Course Calendar

| Date | Class Readings & Materials |
|----------------------|---|
| Intro Week | |
| Tuesday, January 17 | Syllabus Overview; Activity <ul style="list-style-type: none"> Eduardo Porter, "Home Health Care: Shouldn't It Be Work Worth Doing?" <i>New York Times</i>, August 29, 2017, available online. |
| Thursday, January 19 | Guest Lecture; Dr. John McEwan from Digital Humanities |
| Week 1 | |
| Tuesday, January 24 | DL#1/WR #1 Due Why Is There So Much Poverty In the US? <ul style="list-style-type: none"> Rank et al., <i>Poorly Understood</i>, Section II. Why Is There Poverty? pp. 41-69; Section III. What Is the Cost of Poverty? pp. 73-96; and Section IV. Does Welfare Work? pp. 99-113. |
| Thursday, January 26 | <ul style="list-style-type: none"> John Iceland, <i>Poverty in America: A Handbook</i> (2006), Chapter 3 (pp. 20-37). Amartya Sen, <i>Development as Freedom</i> (1999), pp. xi-xiv, 3-8, 20-24, and 33-34. Hal Adams, "A Grassroots Think Tank—Linking Writing and Community Building," in <i>Teaching for Social Justice</i> (NY: The New Press, 1998), pp. 81-97. |

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| <p>Week 2</p> <p>Tuesday, January 31</p> | <p>DL#2/WR #2 Due Global Poverty</p> <ul style="list-style-type: none"> • Daniel Groody, <i>Globalization, Spirituality, and Justice</i> (Maryknoll, NY: Orbis Books, 2008), pp. 1-10. • Jeffrey Sachs, <i>The Age of Sustainable Development</i> (2015), pp. 1-7, 45-69, and 244-249. |
| <p>Thursday, February 2</p> | |
| <p>Week 3</p> <p>Tuesday, February 7</p> | <p>DL#3/WR #3 due The Demographics of Poverty in the US</p> <ul style="list-style-type: none"> • Rank et al., <i>Poorly Understood</i>, Section I. Who Are the Poor? pp. 9-38. • Pam Fessler, "Why Disability and Poverty Still Go Hand in Hand 25 Years after Landmark Law," National Public Radio story, July 23, 2015 (6.5 minutes long). Available online. • Rani Caryn Rabin, "A Hunger Crisis in the LGBT Community," <i>New York Times</i>, July 18, 2016, available online on the <i>NY Times Well</i> blog. |
| <p>Thursday, February 9</p> | <ul style="list-style-type: none"> • <i>The Shriver Report: A Woman's Nation Pushes Back from the Brink</i>, by Maria Shriver and the Center for American Progress (Palgrave Macmillan, 2014), pp. 11-12, 17-24, 36-39, 45-81, 84-91, 128-133, and 142-147 (on Canvas: "Shriver, Part 1"). |
| <p>Week 4</p> <p>Tuesday, February 14</p> | <p>DL#4/WR #4 due The Correlation Between Poverty and People of Color</p> <ul style="list-style-type: none"> • Melvyn Oliver and Thomas Shapiro, <i>Black Wealth/White Wealth: A New Perspective on Racial Inequality</i> (1995), pp. 303-17 (excerpted in Sarah Ferguson, <i>Mapping the Social Landscape</i>, 4th edition [Boston: McGraw Hill]) and pp. 45-50 (photocopied from original book). • Andrew W. Kahrl, "Black People's Land Was Stolen," <i>New York Times</i>, June 23, 2019, available online. • Note other URL readings posted on Canvas |
| <p>Thursday, February 16</p> | <ul style="list-style-type: none"> • Mikki Kendall, <i>Hood Feminism: Notes from the Women that a Movement Forgot</i> (Penguin Books, 2020), "Hunger," pp. 31-46. • NY Times editorial, "How Lower Income Americans Get Cheated on Property Taxes," <i>New York Times</i>, April 4, 2021. |
| <p>Week 5</p> <p>Tuesday, February 21</p> | <p>DL#5/WR #5 due & Service-Learning Preliminary Reflection Paper Due The Demographics of Global Poverty</p> |

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| | <ul style="list-style-type: none"> • Paul Farmer, <i>Pathologies of Power: Health, Human Rights, and the New War on the Poor</i> (2005), pp. 29-50. • Nicholas D. Kristof and Sheryl WuDunn, <i>Half the Sky</i> (2009), read the Introduction and your choice of five of the following eight chapters: 1, 2, 6, 7, 8, 10, 11, 12. |
| Thursday, February 23 | <ul style="list-style-type: none"> • Continue your five chapters of Kristof and WuDunn (2009) |
| Week 6 Tuesday, February 28 | DL#6/WR #6 due The System of Economic Globalization <ul style="list-style-type: none"> • Jeffrey Sachs, <i>The Age of Sustainable Development</i> (2015), pp. 92-138. • Ha-Joon Chang, “Kicking Away the Ladder: How the Economic and Intellectual Histories of Capitalism Have Been Re-Written to Justify Neo-Liberal Capitalism” (2002). In <i>Post-Autistic Economic Review</i> 15(3): 1-4. |
| Thursday, March 2 | <ul style="list-style-type: none"> • Dani Rodrik, “Globalization for Whom? Time to Change the Rules—and Focus on Poor Workers” (2002). In <i>Harvard Magazine</i>, July-August, pp. 1-3. • Alice Evans, "Inclusive Prosperity for Global Supply Chains," <i>Boston Review Forum</i> 11 (44.3, 2019), pp. 59-63. |
| Week 7 MID-TERMS DUE Tuesday, March 7 | DL#7/WR #7 due Political Ideology in the U.S. Regarding Poverty and Welfare <ul style="list-style-type: none"> • Nancy Fraser and Linda Gordon, “Contract vs. Charity: Why Is There No Social Citizenship in the United States?” In <i>The Citizenship Debates</i>, ed. Gershon Shafir (1998), pp. 113-130. • Theda Skocpol, “The Limits of the New Deal System and the Roots of Contemporary Welfare Dilemmas.” In <i>The Politics of Social Policy in the U.S.</i>, ed. Margaret Weir, Ann Shola Orloff, and Theda Skocpol (1988), READ ONLY pp. 298-307. |
| Thursday, March 9 | <ul style="list-style-type: none"> • Tirado, Linda. 2014. Hand to Mouth. |
| Week 8 Tuesday, March 14-16 | NO CLASS; SPRING BREAK |
| Week 9 Tuesday, March 21 | DL#8/WR #8 due & Annotated Bibliography Due Discourses on Poverty |

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| | <ul style="list-style-type: none"> Rank et al., <i>Poorly Understood</i>, Section V. How Extensive Is Inequality? pp. 127-154 and Chapter 19, Why Do The Myths Persist? pp. 157-165. Tirado, Linda. 2014. Hand to Mouth. |
| Thursday, March 23 | <ul style="list-style-type: none"> Tirado, Linda. 2014. Hand to Mouth. |
| Week 10 Tuesday, March 28 | <p>DL#9/WR #9 due “Welfare reform” or a “war on welfare”? The Personal Responsibility and Work Opportunity Act (PR WORA)</p> <ul style="list-style-type: none"> Tirado, Linda. 2014. Hand to Mouth. <i>The Shriver Report: A Woman's Nation Pushes Back from the Brink</i>, by Maria Shriver and the Center for American Progress (Palgrave Macmillan, 2014), pp. 237-273 (on Canvas: "Shriver, Part 2"). Feagin, Joe. |
| Thursday, March 30 | <p>A New Perspective on the Culture of Poverty Racism and the Feminization of Poverty</p> <ul style="list-style-type: none"> Heather McGhee, <i>The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together</i> (New York: One World, 2021), Chapter 1. An Old Story: The Zero-Sum Hierarchy, pp. 3-15; Chapter 2. Racism Drained the Pool, pp. 17-39; and Chapter 10. The Solidarity Dividend, pp. 255-289. |
| Week 11 Tuesday, April 4 | <p>The Crisis in Affordable Housing</p> <ul style="list-style-type: none"> Heather McGhee, <i>The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together</i> (New York: One World, 2021), Chapter 7. MHP Connect, Minnesota Housing Project blog, 2014. "Desmond: 'We Can't Fix Poverty in America Without Fixing Housing.'" October 26, 2017. Mikki Kendall, <i>Hood Feminism: Notes from the Women That a Movement Forgot</i> (Penguin Books, 2021), "Housing," pp. 205-216. Nicholas Kristof, "A Better Address Can Change a Child's Future," <i>New York Times</i>, August 3, 2019, available online. |
| Thursday, April 6 | NO CLASS; EASTER BREAK |
| Week 12 Tuesday, April 11 | <p>DL#10/WR #10 due The Crisis in Affordable Housing Cont...</p> <ul style="list-style-type: none"> Linda Gibbs, Jay Bainbridge, Muzzy Rosenblatt, and Tamiru Mammo, <i>How Ten Global Cities Take on Homelessness: Innovations That Work</i> (Oakland, CA: The University of Calif. Press, 2021), Chapter 4. Developing an Affordable Housing Strategy, pp. 70-85. |

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| | <ul style="list-style-type: none"> • Linda Gibbs, Jay Bainbridge, Muzzy Rosenblatt, and Tamiru Mammo, <i>How Ten Global Cities Take on Homelessness: Innovations That Work</i> (Oakland, CA: The University of Calif. Press, 2021), Chapter 5: Supportive Housing • Sarah Mervosh, "Minneapolis, Tackling Housing Crisis and Inequity, Votes to End Single-Family Zoning," <i>New York Times</i>, December 13, 2018, available online at https://nyti.ms/2GgoJP0. |
| Thursday, April 13 | <p>Structural Inequality: Occupational and educational segregation</p> <ul style="list-style-type: none"> • Nikole Hannah-Jones, "It Was Never About Busing," <i>New York Times</i>, July 14, 2019, available online. • Paul Tough, "What College Admissions Offices Really Want," <i>New York Times</i>, September 10, 2019. • Jeffrey Sachs, <i>The Age of Sustainable Development</i> (2015), pp. 239-243. • Nicholas Kristof, "McDonald's Workers in Denmark Pity Us," <i>The New York Times</i>, May 10, 2020, available online. • Neil Irwin, "To Understand Rising Inequality, Consider the Janitors at Two Top Companies, Then and Now," <i>New York Times</i>, September 3, 2017, available online. |
| Week 13 Tuesday, April 18 | <p>DL#11/WR #11 due & Service-Learning Critical Reflection Due; Project Log Rethinking the Structure of Work & Non-college routes to middle-class</p> <ul style="list-style-type: none"> • To the Best of Our Knowledge with Anne Strainchamps, "What's Wrong With Work?" aired September 1, 2018, available online (50 minute podcast). • Briefly look at the website of The Freelancers' Union, especially the tab, "In the Press." • Thrive |
| Thursday, April 20 | <ul style="list-style-type: none"> • Look at website for BUD program: https://moworksinitiative.org/building-union-diversity-bud-program/ • Listen to St. Louis On the Air program, "STL.works helps St. Louisans land well-paid jobs, no college required," aired Oct. 7, 2021 (27 minutes long) at https://news.stlpublicradio.org/show/st-louis-on-the-air/2021-10-07/thursday-stl-works-helps-st-louisans-land-well-paid-jobs-no-college-required • Steve Lohr, "'Second Route' to Middle Class," <i>NY Times</i>, June 29, 2017, available online. |
| Week 14 Tuesday, April 25 | <p>DL#12/WR #12 due The Impact of Climate Change on Global Poverty & Global Migration</p> <ul style="list-style-type: none"> • Jeffrey Sachs, <i>The Age of Sustainable Development</i> (Columbia Univ. Press, 2015), pp. 393-445. |

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| | <ul style="list-style-type: none"> • Read the interactive <i>New York Times</i> piece on the inequity of extreme heat by Somini Sengupta, August 6, 2020, available at https://www.nytimes.com/interactive/2020/08/06/climate/climate-change-inequality-heat.html • Ronald Skeldon, "Migration and Poverty," <i>Asia-Pacific Population Journal</i> 17(4): 67-82 (2002). • Richard Partington, "Conflicts and Poverty Drive Big Jump in Global Migration, Finds Report," <i>The Guardian</i>, December 5, 2018, available online. |
| Thursday, April 27 | <p>Poverty Alleviation Strategies: Macro-level Policies</p> <ul style="list-style-type: none"> • Nancy Fraser, "Reinventing the Welfare State," in <i>Boston Review</i> (Feb./Mar., 1994). • Rank et al., <i>Poorly Understood</i>, Chapter 20. Reshaping Social Policy, pp. 166-176. • Caitlyn Collins, <i>Making Motherhood Work: How Women Manage Careers and Caregiving</i> (Princeton, NJ: Princeton Univ. Press), Chapter 2. Sweden, pp. 27-68. |
| <p>Week 15</p> <p>Tuesday, May 2</p> | <p>Foreign Aid & Consequences</p> <ul style="list-style-type: none"> • William Easterly, <i>The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good</i> (2006), pp. 132-159 (NOTE: Start reading at p. 132 even though the photocopy starts at p. 112). • Jeffrey Sachs, <i>The Age of Sustainable Development</i> (2015), Chapter 14. Sustainable Development Goals, pp. 480-511. • Nicholas D. Kristof and Sheryl WuDunn, <i>Half the Sky</i> (2009), chapter 13 |
| Thursday, May 4 | <p>Active citizens, advocacy, and the role of civil society</p> <ul style="list-style-type: none"> • Rank et al., <i>Poorly Understood</i>, Chapter 21. Creating the Change, pp. 177-184. • Duncan Green, <i>From Poverty to Power: How Active Citizens and Effective States Can Change the World</i> (2008), pp. 2-6, 18-33, and 58-63. • Margaret Keck and Kathryn Sikkink, <i>Activists Beyond Borders: Advocacy Networks in International Politics</i> (1998), pp. 1-3, 16-22 (NOTE: Stop reading at the "Symbolic Politics" subheading on p. 22). • Thomas Pogge, "Priorities of Global Justice," in <i>The Global Transformations Reader: An Introduction to the Globalization Debate</i>, eds. David Held and Anthony McGrew (2003), READ ONLY pp. 552-556. • Lael Brainard, Derek Chollet, and Vinca LaFleur, "The Tangled Web: The Poverty-Insecurity Nexus," in <i>Too Poor for Peace</i>, eds. Lael Brainard and Derek Chollet (2007), READ ONLY pp. 1-5. <p>Last day of class</p> |

Note: Syllabus subject to change at any point. Please check your email daily.



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Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU’s Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU’s policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php> and <https://www.slu.edu/general-counsel>.