

# Saint Louis University

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Office hours: Monday 1-2:00 and Wednesday noon-1:00, and by appointment

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M-W 3:10-4:25

## **THE STRUCTURE OF POVERTY, GLOBALLY AND LOCALLY**

WSTD 3510/POLS 3800/SOC 3510

### 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.

TEXTBOOKS: The following texts are required for the course:

- Mark Robert Rank, *One Nation, Underprivileged* (Oxford: Oxford University Press, 2005).
- Joan C. Williams, *White Working Class: Overcoming Class Cluelessness in America* (Boston: Harvard Business Review Press, 2017).
- Paul Rogat Loeb, *Soul of a Citizen: Living with Conviction in Challenging Times*, revised edition (New York: St. Martin's Griffin, 2010).
- Nicholas D. Kristof and Sheryl WuDunn, *Half the Sky* (New York: Vintage Books, 2010).
- There are also additional articles or radio shows assigned, many of which are easily located online. Those that are available on Blackboard are indicated with an asterisk.

COURSE REQUIREMENTS AND GRADES: Your final grade in this course will be determined as follows:

⇒ Attendance

It is important to attend each class meeting so that you remain engaged with the class material and discussions. I will keep a record of attendance. **You may miss a total of two class periods during the semester for any reason**, including illness (you need not provide an excuse); **additional absences will lower your grade. If a student misses one of the scheduled in-class small group discussions, it will count as two absences rather than one.** I strongly suggest that you “save” your absences for times when you may really need them during the semester, such as when you are ill.

⇒ Class preparation and participation

I expect you to do each assigned reading *before* it is discussed in class (I will announce at the end of each class what material we will cover in the next class meeting). Since the class periods will be a combination of lecture and discussion, your substantial, consistent, and thoughtful contributions to class discussion (as both a speaker and a listener) are essential. **I will use participation in class discussion as a factor in deciding borderline grades for the course.**

⇒ 10% Daily points of interest and discussion questions

By 9:00 a.m. the morning of either the Monday or Wednesday class period (I'll assign each student to one weekday), email to me one point of interest about the assigned readings and a corresponding open-ended question that can be discussed in class. Also write these down on paper and bring them to class so you can remember them. I will grade these credit/no credit. You can skip doing these for one class period during the semester. If you successfully complete 90% of these, you will earn an "A" for this portion of your grade; 80% will earn a "B", and so on. Here are some ideas to get started:

**Points of interest:**

- Something in the reading that stood out to you, surprised you, or resonated with your experience;
- Something that connects (or contrasts) with things you have learned in this or other courses;
- Something in the reading that you want a deeper understanding about; or
- Something that has implications for your social change project or final research paper.

**Open-ended questions:** In general, these are questions that begin with the words What, Why, and How. Good questions will:

- Ask the class to reflect on the point of interest;
- Invite the class to think critically;
- Invite the class to think independently and creatively;
- Allow for students to express opinions based on what was read.

⇒ Social change project and writing assignments (This will comprise the bulk of your course grade)

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 12 hours of work on a social change project during the course. Multiple students can work together on a single project if they choose, but each must still log 12 hours. Your project must either be different from your current volunteer activities, if any, 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 probably determine the general topic for your annotated bibliography. All students will meet with me individually early in the semester to plan and discuss your project. There will also be some small group discussions during class in order to share ideas about your experiences.

Following are the individual components of the project:

### **Project log:**

You will need to keep a log of the time you spend on your project and attach it to the end of your reflection paper. 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 12 hours work on the project, it will significantly lower your Critical Reflection paper grade.

### **Preliminary reflection paper (5%):**

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

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

Students will exchange these with the others in their small discussion groups before class and then comment on them in class small group discussions. The following week, students will turn them in to me for a grade. The due dates can be found in the class schedule, below.

### **Annotated bibliography of your research (20%):**

Each student must turn in an annotated bibliography of at least 10 reference works that you anticipate will be useful for your final paper. There is an online research guide prepared by Pius reference librarian Dr. Miriam Joseph (977-3584 or [josephme@slu.edu](mailto:josephme@slu.edu)) to help you get started. It can be found through the Pius Library website or at <http://libguides.slu.edu/poverty>. Dr. Joseph 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
- encyclopedias (e.g., *The Encyclopedia of World Poverty*)
- 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. Your article/book/website/database selections should cover a range of the issues involved in your topic--for example, do not have four sources that provide only statistical data.

You can 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/>. In addition, **label each entry with the category of reference it is** (e.g., scholarly book, etc.). Finally, **write your research question at the very beginning of the bibliography**. The due date can be found in the class schedule, below.

### **Critical Reflection paper (20%):**

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 purposes of this course, I want you to write an approximately 1000-word paper that describes what your project means for how you can engage in social change activities in the future. As a guide, answer the following questions in your paper:

- *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 assumptions you made at the start of the project that have changed; or it might be skills you learned; or it might be something broader about how social change happens.)
- 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).

### **Final research paper (40%):**

This paper should be a scholarly analysis of the contribution your social change 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 about the issue?
  - What does the scholarly/scientific literature say about this issue?
2. How does the agency/site where you did your social change 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, or what are its limitations? You might find some points from Loeb's *Soul of a Citizen* useful here.
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 8-10 typed pages (2000-2500 words) long, including 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).

Please include citations for those articles/books/websites assigned in the course that you use in your paper. **Use either the APA citation style or the one I can provide for you that is commonly used in sociology.** 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 or reference list if you cite it in the text.**

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

⇒ Electronic devices

Students may not use any electronic devices in class, including computers, phones, or tablets.

## ADDITIONAL INFORMATION

### Academic Integrity and Honesty

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: [http://www.slu.edu/Documents/provost/academic\\_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf](http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf).

### Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; [akratky@slu.edu](mailto:akratky@slu.edu); 314-977-3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policywww.slu.edu/here4you> .

### Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center, a one-stop shop, which assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to [www.slu.edu/success](http://www.slu.edu/success).

### Disability Services Academic Accommodations

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements. Please contact Disability Services, located within the Student Success Center, at [Disability\\_services@slu.edu](mailto:Disability_services@slu.edu) or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries.

## CLASS SCHEDULE AND READINGS

*The following schedule is subject to change at the discretion of the instructor to accommodate instructional and/or student needs.*

### August 28, 30: Introduction and overview of the course

Focus: What is the difference between an individual and a structural explanation?

- What does social justice entail?
- Is charity the best way to achieve social justice?
- Is there a difference between doing service and doing activism?

Readings:

- Mark Rank, *One Nation, Underprivileged* (2005), chapters 1-3.
- Listen to Terry Gross, Fresh Air interview with Rick Wartzman, "The Decline of Good Jobs in America," first aired July 5, 2017 (30 minutes long), available online.
- Paul Loeb, *Soul of a Citizen* (2010), "Introduction to the New Edition," and chapters 2 and 3.

### September 6: The Political Revolt of the White Working Class

Focus: • What were the grievances expressed in the 2016 presidential election?

- What are the economic and political structural sources of these grievances?
- To what extent does culture matter?
- What are some possible solutions?

Readings:

- Joan C. Williams, *White Working Class*, read entire book
- Paul Loeb, *Soul of a Citizen*, chapter 9.

### September 11: How do we define and measure poverty?

**Guest Speaker:** Josh Wilson, Executive Director, Mission St. Louis. Focus: How the agency evolved from providing charity to addressing the sources of poverty.

Focus: What does it mean to be poor in the U.S.?

- How do we define poverty in the U.S.?
- How can poverty be measured?
- How does Sen define poverty?
- Why do measures of poverty matter?
- How does the "Grassroots Think Tank" promote changes consistent with Sen's notion of freedom as autonomy?

Readings:

- \*John Iceland, *Poverty in America: A Handbook* (2006), chapter 3 (pp. 20-37).
- \*Amartya Sen, *Development as Freedom* (1999), pp. xi-xiv, 3-8, 20-24, and 33-34.

- \*Hal Adams, “A Grassroots Think Tank—Linking Writing and Community Building,” in *Teaching for Social Justice* (NY: The New Press, 1998), pp. 81-97.

Internet assignment: What is the Human Development Index?

- How has it been used, and by whom?
- What are its advantages and disadvantages?

### September 13: Global poverty

Focus: Poverty around the world

- Why should Americans care about poverty in other countries?
- How do we measure poverty around the world? What are the criteria for extreme, moderate, and relative poverty?
- What is the development ladder?
- In what ways does development affect women’s and men’s lives differently?

Readings:

- \*Daniel Groody, *Globalization, Spirituality, and Justice* (2008), pp. 1-8.
- \*Jeffrey Sachs, *The End of Poverty: Economic Possibilities for Our Time* (2005), pp. 1-25.
- Paul Loeb, *Soul of a Citizen*, chapter 5.

### September 18, 20, 25: The demographics of poverty in the U.S.

Focus: • How widespread is poverty in the U.S.?

- What is meant by the “feminization of poverty”?
- What does race, ethnicity, and disability have to do with it?
- How do gender inequalities intersect with and impact poverty among women?
- Wealth vs. income: why is the distinction important?
- What has been the impact of mass incarceration on African Americans?

Readings:

- Mark Rank, *One Nation, Underprivileged* (2005), chapter 4.
  - \**The Shriver Report: A Woman's Nation Pushes Back from the Brink*, 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 Blackboard: "Shriver, Part 1").
  - Pam Fessler, "Why Disability and Poverty Still Go Hand in Hand 25 Years after Landmark Law," National Public Radio story, July 23, 2015 (6-1/2 minutes long). Available online.
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- \*Melvyn Oliver and Thomas Shapiro, *Black Wealth/White Wealth: A New Perspective on Racial Inequality* (1995), pp. 303-17 (excerpted in Sarah Ferguson, *Mapping the Social Landscape*, 4th edition [Boston: McGraw Hill]) and pp. 45-50 (photocopied from original book).

- Listen to Farai Chideya's NPR interview with Elliot Jaspin about his book, *Buried in the Bitter Waters* May 14, 2007 (10 minutes long), available online.
- \*Michelle Alexander, "Introduction," *The New Jim Crow* (New York: The New Press), pp. 1-15.

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- \*Harold Napoleon, "Yuuyaraq: The Way of the Human Being," in *The Alaska Native Reader: History, Culture, Politics*, ed. Maria Shaa Tlaa Williams (Duke Univ. Press, 2009), pp. 121-42.
  - \*Evan Peter, "Undermining Our Tribal Governments: The Stripping of Land, Resources, and Rights from Alaska Native Nations," in *The Alaska Native Reader: History, Culture, Politics*, ed. Maria Shaa Tlaa Williams (Duke Univ. Press, 2009), pp. 178-83.

### September 25

DRAFT OF PRELIMINARY REFLECTION PAPERS DUE. A draft of your 1-page Preliminary Reflection Paper must be emailed to all of your small group members and the instructor by midnight on September 25 so that they can be read and then discussed in class on September 27 (no late papers will be discussed).

### September 27, October 2: The U.S. market economy and structural vulnerability

Focus: The structure of employment and unemployment in the U.S.

- Cyclical unemployment, sunrise/sunset industries
- Low-wage jobs at or below the poverty line; lack of opportunities
- Human capital, social class, race, and individual vulnerability: Why isn't public education a route out of poverty for many children?

**Small group discussion** in class on September 27. Focus: Comment on each others' drafts of Preliminary Reflection papers. The group discussions will last about 15 minutes total..

### Readings:

- \*William Julius Wilson, *When Work Disappears: The World of the New Urban Poor* (1996), excerpted in Sarah Ferguson, *Mapping the Social Landscape*, 4th edition [Boston: McGraw Hill]), pp. 488-500.
  - Gabriel Trip, "50 Years Into the War on Poverty, Hardship Hits Back," *New York Times*, 4/20/14. Available online.
  - Paul Loeb, *Soul of a Citizen*, chapters 7 and 8.
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- Listen to radio show, *This American Life*, "The Problem We All Live With, parts 1 and 2" (July 31 and August 7, 2015--2 hours total). Available online.

### October 2

PRELIMINARY REFLECTION PAPERS DUE . You will turn in this 1-page paper at the beginning of class. No late papers will be accepted.

October 4, 9: The demographics of global poverty

Focus: Poverty in the developing world

- What is meant by the term “structural violence”?
- How do different axes of oppression (e.g, gender, race/ethnicity) interact with poverty?
- Why are women key to reducing poverty in the developing world?
- What is the connection between violence and women’s economic livelihood?
- What is the role of health care in reducing poverty?
- What is the role of education in reducing poverty?

Readings:

- \*Paul Farmer, *Pathologies of Power: Health, Human Rights, and the New War on the Poor* (2005), pp. 29-50.
  - Paul Loeb, *Soul of a Citizen*, chapter 6.
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- Nicholas D. Kristof and Sheryl WuDunn, *Half the Sky* (2009), read the Introduction and five of the following seven chapters: 1, 2, 4, 6, 7, 8, 9.

October 11, 16: The global market structure and globalization

Focus: The poverty trap and the developing world: Getting your foot on the ladder

- What are the prerequisites of development?
- Kicking away the ladder: From statism to neoliberalism
- What are the gendered impact of globalization?

**Small group discussion** in class on October 11. Focus: How has your social change project affected you personally, or your assumptions or ideas about how things work?

Readings:

- \*Jeffrey Sachs, *The End of Poverty: Economic Possibilities for Our Time* (2005), pp. 51-73.
  - \*Cynthia Enloe, “The Globe Trotting Sneaker [1996],” in *Feminist Frontiers*, 7<sup>th</sup> ed., edited by Verta Taylor, Nancy Whittier, and Leila J. Rupp (2007), pp. 458-462.
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- \*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 *Post-Autistic Economic Review* 15(3): 1-4.
  - \*Dani Rodrik, “Globalization for Whom? Time to Change the Rules—and Focus on Poor Workers” (2002). In *Harvard Magazine*, July-August, pp. 1-3.
  - \*Grace Chang, “From the Third World to the ‘Third World Within’: Asian Women Workers Fighting Globalization [2001],” in *Feminist Frontiers*, 7<sup>th</sup> ed., edited by Verta Taylor, Nancy Whittier, and Leila J. Rupp (2007), pp. 462-473.

October 18

ANNOTATED BIBLIOGRAPHY DUE

### October 18: Discourses on poverty

Focus: How do we view “the poor”?

- “Us” vs. “them”
- “The undeserving poor” and “the culture of poverty:” Is it possible to talk about a “culture of poverty” without blaming the victim?
- In what ways is poverty discourse gender-specific?
- What is the role of politics in policies to alleviate poverty?

Readings:

- \*Michael Katz, *The Undeserving Poor: From the War on Poverty to the War on Welfare* (1989), pp. 9-35, 236-239, and 7.
- Patricia Cohen, “‘Culture of Poverty’ Makes a Comeback,” article in *The New York Times*, October 17, 2010. Available online.
- \*Sharon Hays, *Flat Broke with Children: Women in the Age of Welfare Reform* (2003), pp. 121-128 and 136-177.
- \*Ruth Sidel, *Keeping Women and Children Last* (1996), pp. xi-xvii.

FALL BREAK: No class October 23 or 25.

### October 30, November 1: Political ideologies in the U.S. regarding poverty and welfare

Focus: The U.S. view of poverty and the welfare state

- Different types of Western welfare states and their underlying ideologies
- U.S. views of poverty, inequality, and rights
- Contract vs. charity, and their implicit gender codes
- From the New Deal to the Great Society
- What does poverty have to do with citizenship?

**Small group discussion** in class on October 30. Focus: In what ways does your social change project agency/site connect to course material about alleviating poverty?

Readings:

- \*Nancy Fraser and Linda Gordon, “Contract vs. Charity: Why Is There No Social Citizenship in the United States?” In *The Citizenship Debates*, ed. Gershon Shafir (1998), pp. 113-130.
  - \*Theda Skocpol, “The Limits of the New Deal System and the Roots of Contemporary Welfare Dilemmas.” In *The Politics of Social Policy in the U.S.*, ed. Margaret Weir, Ann Shola Orloff, and Theda Skocpol (1988), pp. 293-307. Note: If you are short of time, you can read only pages 298-307.
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- Richard Rothstein, "The Making of Ferguson," Economic Policy Institute Report, October 15, 2014, read pp. 1-7 (sections 1-3), skim through the middle sections, and read pp. 30-31 (section 6). Available online.
  - Mark Rank, *One Nation, Underprivileged* (2005), chapters 5-6.

November 6: “Welfare reform” or a “war on welfare”? The Personal Responsibility and Work Opportunity Act (PRWORA)

- Focus:
- Political values and U.S. social welfare policy
  - The evolution of social welfare policy in the U.S.

Readings:

- \*Diana Zuckerman, “Welfare Reform in America: A Clash of Politics and Research.” In *Journal of Social Issues* (Winter 2000), pp. 587-599.
- \*Sharon Hays, *Flat Broke with Children: Women in the Age of Welfare Reform* (2003), pp. 9-24.
- \* *The Shriver Report: A Woman's Nation Pushes Back from the Brink*, by Maria Shriver and the Center for American Progress (Palgrave Macmillan, 2014), pp. 237-273 (on Blackboard: "Shriver, Part 2").

November 8: Poverty alleviation strategies: The role of microfinance

- Focus:
- Microfinancial services: Microcredit, microsavings, and microinsurance
  - Microlending in the developing world: Grameen Bank and Jami Bora

Readings:

- Nicholas D. Kristof and Sheryl WuDunn, *Half the Sky* (2009), chapter 11.
- \*Muhammad Yunus, *Banker to the Poor: Micro-Lending and the Battle Against World Poverty* (2003), pp. 33-42, 45-58, 61-83, 140-146, 149-151, 201-206, 260-262.
- Lydia Polgreen and Vikas Bajaj, “India Microcredit Faces Collapse From Defaults,” in *The New York Times*, November 17, 2010. Available online.

Internet assignment:

- Check out the following websites for a description of Microfinancing Partners in Africa and the Grameen Bank, two successful microfinancing programs:
  - <http://www.GrameenFoundation.org>
  - <http://www.microfinancingafrica.org>

November 13: Poverty alleviation strategies: Macro-level policy changes

Focus: Do we need to re-form the U.S. welfare state?

- What’s wrong with current policies?
- What poverty-alleviation policies will work in the U.S.?
- What is politically feasible?
- What does it mean to be an “informed advocate”?

**Small group discussions** in class on November 13. Focus: Based on your social change project experiences, what policies or practices seem promising for alleviating poverty?

Readings:

- Mark Rank, *One Nation, Underprivileged* (2005), chapter 7.

- \*Center for American Progress, "From Poverty to Prosperity: A National Strategy to Cut Poverty in Half," Executive Summary (2007), pp. 1-5.
- John Hanc, "With Innovation, Colleges Fill Skills Gap," *New York Times*, June 7, 2017. Available online.
- \*Brishen Rogers, "Basic Income in a Just Society," *Boston Review*, Forum 2: Work, Inequality, Basic Income (2017), pp. 11-29.

November 15: Poverty alleviation strategies: Asset building approaches in the U.S.

Focus: Individual Development Accounts (IDAs) and microfinance in the U.S.

**Guest speaker:** Dr. Julie Birkenmaier, Assoc. Prof. and Director of Field Education in SLU's School of Social Work

Readings:

- \*Michael Sherraden, *Inclusion in the American Dream: Assets, Poverty, and Public Policy* (2005), pp. 3-19 and 371-382.
- \*Michael Sherraden, *Assets and the Poor: A New American Welfare Policy* (1991), pp. 294-302.

Internet assignment: Find out what the "earned income tax credit" is if you don't already know.

November 20

CRITICAL REFLECTION PAPER DUE

November 20: Poverty alleviation strategies: Macro-level policy changes, *continued*

Readings:

- \*Nancy Fraser, "Reinventing the Welfare State," in *Boston Review* (Feb./Mar., 1994).
- \*Katrin Bennhold, "In Sweden, Men Can Have It All," article in *The New York Times*, June 9, 2010. Available online.

November 22: THANKSGIVING (no class)

November 27: International economic institutions: The International Monetary Fund (IMF), World Bank, and World Trade Organization (WTO)

Focus: • IMF: From embedded liberalism to the Washington consensus

- Structural Adjustment Programs (SAPs) and the poor
- The World Bank and its poverty reduction mandate
- WTO: Agricultural subsidies and complaints from developing countries

Readings:

- \*Theodore H. Cohn, *Global Political Economy: Theory and Practice*, 3<sup>rd</sup> ed. (2004), pp. 23-31 and 38-45.
- \*Joseph Stiglitz, “Failure of the Fund: Rethinking the IMF Response” (2001), in *Harvard International Review* 23 (2), pp. 14-18.
- \*Thomas Oatley, *International Political Economy: Interests and Institutions in the Global Economy* 2<sup>nd</sup> ed. (2006), pp. 17-23.
- \*Oxfam, “Rigged Rules and Double Standards: Trade, Globalization, and the Fight Against Poverty” (2002), Executive Summary, pp. 5-19.

#### November 29: The role of political institutions: Bad governance

Focus: Bad governance: Poverty, politics, and corruption

- Democratic vs. authoritarian regimes
- Political development: Political decay or political institutionalization?
- U.S. Millennium Challenge account

Readings:

- \*William Easterly, *The White Man’s Burden: Why the West’s Efforts to Aid the Rest Have Done So Much Ill and So Little Good* (2006), pp. 112-159.
- \*Robert Calderisi, *The Trouble with Africa: Why Foreign Aid Isn’t Working* (2006), pp. 13-34 and 207-222.

#### December 4: The UN Millennium Development goals and foreign aid

Focus: The Millennium Development goals and international security

- Investments in people and infrastructure: On-the-ground solutions
- The poverty trap and the need for foreign aid

Readings:

- \*Jeffrey Sachs, *The End of Poverty: Economic Possibilities for Our Time* (2005), pp. 210-225, 226-243, 244-259, and 364-368.
- The Millennium Development Goals Report, 2015 (New York: United Nations, 2015), available online.
- Nicholas D. Kristof and Sheryl WuDunn, *Half the Sky* (2009), chapters 10 and 13

#### December 6: Poverty alleviation: Active citizens, advocacy, and the role of civil society

Focus: What can engaged citizens do?

**Small group presentations** in class on December 6. Focus: What is a promising practice, approach, or solution to alleviating poverty? It can be modeled on one of your agencies or it can be about how current approaches could be done better.

Readings:

- \*Duncan Green, *From Poverty to Power: How Active Citizens and Effective States Can Change the World* (2008), pp. 2-6, 18-33, and 58-63.
- \*Margaret Keck and Kathryn Sikkink, *Activists Beyond Borders: Advocacy Networks in International Politics* (1998), pp. 1-3, 16-26.
- Nicholas D. Kristof and Sheryl WuDunn, *Half the Sky* (2009), chapter 14.

December 11: A matter of justice, a matter of citizenship, a matter of security

Readings:

- \*Thomas Pogge, "Priorities of Global Justice," in *The Global Transformations Reader: An Introduction to the Globalization Debate*, eds. David Held and Anthony McGrew (2003), pp. 548-558. If you are pressed for time, you can read only pages 552-556.
- \*Lael Brainard, Derek Chollet, and Vinca LaFleur, "The Tangled Web: The Poverty-Insecurity Nexus," in *Too Poor for Peace*, eds. Lael Brainard and Derek Chollet (2007), pp. 1-30. If you are pressed for time, you can read only pages 1-5.
- Paul Loeb, *Soul of a Citizen*, chapter 10.

Wednesday, December 13, 3:50  
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