

THE STRUCTURE OF POVERTY, GLOBALLY AND LOCALLY

WGST 3510/POLS 3800/SOC 3510

Spring 2024

Dr. Melissa Ochoa
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Office Location: MCG 123
Office Hours:

Classroom: Davis-Shaughnessy Hall 256
Meeting Time: T/TH 9:30-10:45am
Course Credit Hours: 3

- T/TH 11:30-1:00pm
- by appointment

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.
- Desmond, Matthew. 2023. *Poverty, by America*. Crown Press.

- McGhee, Heather. 2021. *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together*. One World.
- Other readings posted on Canvas (be checking the syllabus and Canvas)

Suggested Textbooks:

- Johnson, Walter. 2020. *The Broken Heart of America: St. Louis and the Violent History of the United States*. Basic Books.
- Elliot, Andrea. 2022. *Invisible Child: Poverty, Survival, and Hope in An American City*. Random House.

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

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: Please use computers for class purposes during class time.

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).

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

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).

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

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 (10 points): Instructions on canvas

- a. Why are you taking this course?
- b. What do you hope to learn from this course?

2) Attendance (200 points):

Students must be in their seats by the time I finish taking attendance; students can have two unexcused absences; I will not provide notes to absent students.

- Note on late attendance: I will accept an **occasional** tardiness up to 5 minutes without a university-approved excuse.

3) Weekly Responses (200 Points):

On weeks you are not a discussion leader, you will turn in a short writing response that will cover the week's reading up to 5 assignments (40 points each). 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 Tuesdays 11:59pm**

4) Discussion Leadership Questions (250 Points):

Each student will be required to prepare discussion questions every other week (when they are not assigned Weekly Response) up to 5 assignments (50 points each).

- 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).
- Using at least three different readings, discussion leaders are required to target one question at each of the 6 levels (6 questions total) and identify which domain each question relates to.
- **Deadline Tuesdays 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 Community Support (30 points):

Students are required to attend **one** SLU WGS-related event of their choosing this semester and will write a short summary on the event and its relation to the course. The summary should be 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, as well as events co-sponsored with other departments or SLU organizations. 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 (370 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.

- For more SLU Service Learning information: <https://www.slu.edu/center-for-social-action/service-learning/index.php#:~:text=For%20Community%20Partners,urban%20communities%20across%20the%20St.>
- For SLU Community Partners Database to volunteer: <https://www.slu.edu/center-for-social-action/community-partners-database/index.php>

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, you will not receive any credit for the assignment.**

B) Preliminary Reflection paper (100 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 (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. 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).

D) **Core Reflection Essay (120 points):** For the Core reflection part of the course, please write a short (250 words) essay answering 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 Exam (400 points)

Choose 20 questions to answer (20 points each). Be clear on which questions you have chosen by retyping the question before the answer. Each answer should be a short essay (paragraph or so)—enough to thoroughly answer the question. Answer each question as if the reader has **never** taken this course and is unfamiliar with the material.

Some of the questions and answers may have overlap, do **NOT** copy-and-paste direct answers for multiple questions. Each answer should stand alone.

Citation: You may use web sources as supplementary material, not as peer-reviewed journal articles. “Articles” refers to peer-reviewed course materials including books. Be sure to use in-text citations in your answers and a reference page.

8) Presentation (200 points):

Each student will present 10-12 minutes of their volunteer work and essays

- Provide an overview of your volunteer organization, your role, answer the prompts for the reflection essays, and provide an evaluation of the organization as a service or social change oriented organization.

EXTRA CREDIT Opportunity:

Documentary Reflection Essays (50 Points):

I will provide a list of documentaries on Canvas that can be found on Netflix, Hulu, Amazon Prime, and/or SLU library. You can write up to TWO brief 1-2 paragraph essays (25 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 on canvas for full credit.

- You can only select one documentary from each category ONCE, so each of your documentaries will be from different sections/categories.
- Documentaries should be a summary and be connected to course readings with three facts listed below the summary.
- Include the following in-text citation (Author’s last name YEAR: #) → (Ochoa 2019: 34)
- Refer to “Pages” on Canvas for examples, grading scale, and more instructions.

Note on Late Assignments: Students have a week to submit their assignments on Canvas, so an absence or mental health day on the due date does not excuse the assignment without documentation. Stay in communication with me!

Note on using AI: Students will not use any AI for any assignments. Any indication that it has taken place, and you will be reported as cheating.

		My Grade:
Introduce Yourself On Canvas	10 points	_____
Attendance	200 points	_____
(5) Weekly Response	200 points	_____
(5) Discussion Leadership Questions	250 points	_____
WGS Event Support	30 points	_____
SL Preliminary Reflection Paper	100 points	_____
SL Critical Reflection Paper	150 points	_____
SL Core Reflection Essay	120 points	_____
Final Exam	400 points	_____
Presentation	200 points	_____
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Total:	1660 points	_____

TOTAL POINTS	PERCENTAGE	LETTER GRADE
1494+	90-100%	A
1444-1493	87-89%	B+
1362-1443	82-86%	B
1328-1361	80-81%	B-
1279-1327	77-79%	C+
1196-1278	72-76%	C
1162-1195	70-71%	C-
996-1161	60-69%	D
0-995	0-59%	F

Tentative Course Calendar

Date	Class Readings & Materials
<p>Intro Week</p> <p>Tuesday, January 16</p> <p>Thursday, January 18</p>	<p>Syllabus Overview</p> <p>Class Activity</p> <p>Elliot, Andrea. 2022. <i>Invisible Child: Poverty, Survival, and Hope in An American City</i>. Random House. Chapters 1-3</p>
<p>Week 1</p> <p>Tuesday, January 23</p>	<p>DL#1/WR #1 Due</p> <p>The history you never learned: an introduction to structural oppression.</p> <p>What is Poverty? How close are you to poverty?</p> <p>Rank et al. 2023. <i>Poorly Understood: What America Gets Wrong About Poverty</i>.</p> <ul style="list-style-type: none"> • Section 1: Introduction (p 1-5) • Section 1: Most American Will Experience Poverty (p 9-16) • Section 1: Poverty Spells are Short, but Frequent (p 24-31) <p>Feagin. 1972. "God Helps Those Who Help Themselves" pdf</p> <p>Confronting Poverty. 2023. "Most Americans Will Experience Poverty." Retrieved from https://confrontingpoverty.org/poverty-facts-and-myths/most-americans-will-experience-poverty/</p> <p>Ney, Jeremy. 2023. "The Surprising Poverty Levels in the U.S." https://time.com/6320076/american-poverty-levels-state-by-state/</p> <p>Fay, Bill. 2023. "Poverty in the United States." On Canvas</p> <p>US Census Bureau. 2023. "National Poverty in America Awareness" https://www.census.gov/newsroom/stories/poverty-awareness-month.html</p> <p>Lee, Juhohn. 2023. "37.9 million Americans are living in poverty, according to the U.S. Census. But the problem could be far worse." https://www.cnbc.com/2023/03/07/why-poverty-might-be-far-worse-in-the-us-than-its-reported.html</p> <p>Desmond, Matthew. 2023. "Why Poverty Persists in America" https://www.nytimes.com/2023/03/09/magazine/poverty-by-america-matthew-desmond.html</p>

	<p>Peter G. Peterson Foundation. 2023. “7 Key Trends of Poverty in the United States” https://www.pgpf.org/blog/2023/09/7-key-trends-in-poverty-in-the-united-states</p> <p>Brady, David. 2023. “Poverty, not the Poor” pdf. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10446494/</p> <p>Statista. 2023. “Distribution of household income, US 2022” https://www.statista.com/statistics/203183/percentage-distribution-of-household-income-in-the-us/</p> <p>Morabito, Charlotte. 2023. “Here’s why even Americans making more than \$100,000 live paycheck to paycheck.” https://www.cnn.com/2023/12/11/why-even-americans-making-more-than-100000-live-paycheck-to-paycheck.html</p>
Thursday, January 25	Elliot, Andrea. 2022. <i>Invisible Child: Poverty, Survival, and Hope in An American City</i> . Random House. Chapters 4-7
<p>Week 2</p> <p>Tuesday, January 30</p>	<p>DL#2/WR #2 Due Service-Learning Organization due Feb 1</p> <p>Why is there so much Poverty In the US?</p> <p>Rank et al. 2023. <i>Poorly Understood: What America Gets Wrong About Poverty</i>.</p> <ul style="list-style-type: none"> • Section 2: Hard Work is Insufficient (p 41-47) • Section 2: Raising Education & Skill Levels Will Not Solve Poverty Alone (p 48-55) • Section 2: Decision-making is Constrained for those with fewer resources (p 56-63) • Section 2: Poverty is Preventable (p 64-69) <p>Desmond, Matthew. 2023. <i>Poverty, By America</i>.</p> <ul style="list-style-type: none"> • Prologue (p3-8) • Chapter 1: The Kind of Problem Poverty Is (p 9-23) • Chapter 2: Why Haven’t We Made More Progress? (p 24-40) <p>McGhee, Heather. 2022. <i>The Sum of Us</i>.</p> <ul style="list-style-type: none"> • Introduction (p xi-xxii) • Chapter 1: An Old Story-The Zero-Sum Hierarchy (p 3-15) • Chapter 3: Going Without <p>Katznelson, Ira. 2023. “The Blindness of Colorblindness” https://www.bostonreview.net/articles/the-blindness-of-colorblindness/</p>

	<p>Rohde, Stephen. 2023. "When Affirmative Action Was White" https://www.laprogressive.com/racism/when-affirmative-action-was-white</p>
Thursday, February 1	<p>Elliot, Andrea. 2022. <i>Invisible Child: Poverty, Survival, and Hope in An American City</i>. Random House. Chapters 8-10</p>
<p>Week 3</p> <p>Tuesday, February 6</p>	<p>DL#3/WR #3 due Intersectionality & Poverty (Race, Gender, Disability, Motherhood, Undocumented/Migrant workers, LGBTQ+, Childhood Poverty)</p> <p>Rank et al. 2021. <i>Poorly Understood: What America Gets Wrong About Poverty</i>.</p> <ul style="list-style-type: none"> • Section 1: The Poor Tend to Live Outside of Impoverished Inner-City Neighborhoods (p 17-23) • Section 3: The Economic Cost of Poverty is Enormous (p82-89) <p>Ludden, Jennifer. 2023. "Child Poverty More than Doubles—a Year after hitting record low, Census Data Shows" https://www.npr.org/2023/09/12/1198923453/child-poverty-child-tax-credit-pandemic-aid-census-data</p> <p>United Way of the National Capital Area. 2023. "Childhood Poverty in the United States" https://unitedwaynca.org/blog/child-poverty-in-america/</p> <p>Haider, Areeba. 2021. "The Basic Facts About Children in Poverty." Center for American Progress https://www.americanprogress.org/article/basic-facts-children-poverty/</p> <p>Center on Poverty & Social Policy at Columbia University. 2023. "The Black-White Child Poverty Gap Persists. Can we Close it?" https://www.povertycenter.columbia.edu/news-internal/2022/black-white-child-poverty-gap</p> <p>Goodman, Nanette, Michael Morris, and Kelvin Boston. N.D. "Financial Inequality: Disability, Race, and Poverty in America."</p> <p>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.</p> <p>American Psychological Association. N.d. "Disability & Socioeconomic Status" https://www.apa.org/pi/ses/resources/publications/disability</p> <p>Elfein, John. 2023. "Poverty Rate Among People with and without Disabilities from 2008-2021." https://www.statista.com/statistics/979003/disability-poverty-rate-us/</p>

<p>Thursday, February 8</p>	<p>Elliot, Andrea. 2022. <i>Invisible Child: Poverty, Survival, and Hope in An American City</i>. Random House. Chapters 11-15</p>
<p>Week 4</p> <p>Tuesday, February 13</p>	<p>DL#4/WR #4 due Service-Learning Preliminary Reflection Essay due Feb 15</p> <p>Intersectionality & Poverty (Race, Gender, Disability, Motherhood, Undocumented/Migrant workers, LGBTQ+, Childhood Poverty) Cont.</p> <p>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> <p>Mulcahy et al. 2022. "Gender Identity, Disability, and Unmet Healthcare Needs among Disabled People Living in the Community in the United States." Canvas</p> <p>Smith-Johnson, Madeline. 2022. "Transgender Adults Have Higher Rates of Disability Than Their Cisgender Counterparts" On Canvas</p> <p>Institute for Research on Poverty. 2021. "The Complexity of LGBT Poverty in the US" https://www.irp.wisc.edu/resource/the-complexity-of-lgbt-poverty-in-the-united-states/</p> <p>Benz, Christine and Margaret Giles. 2023. "Key Statistics about Income and Wealth for the U.S. LGBTQ+ Population" https://www.morningstar.com/sustainable-investing/50-must-know-statistics-about-income-wealth-lgbtq-people</p> <p>Beaudoin, Susan. 2023. "Addressing LGBTQIA+ Hunger, Poverty, and Discrimination." Food Research & Action Center. https://frac.org/blog/lgbtqia-hunger-2023</p> <p>Gelatt et al. 2022. "A Profile of Low-Income Immigrants in the United States" on Canvas</p> <p>DeParle, Jason. 2023. "Safety Net Barriers add to Child Poverty in Immigrant Families" https://www.nytimes.com/2023/04/06/us/politics/child-poverty-immigrants.html</p> <p>Sherman et al. 2019. "Immigrants Contribute Greatly to US Economy Despite Administration's 'Public Charge' Rule Rationale" https://www.cbpp.org/research/immigrants-contribute-greatly-to-us-economy-despite-administrations-public-charge-rule</p>

Thursday, February 15	Elliot, Andrea. 2022. <i>Invisible Child: Poverty, Survival, and Hope in An American City</i> . Random House. Chapters 16-19.
<p>Week 5</p> <p>Tuesday, February 20</p>	<p>DL#5/WR #5 due</p> <p>Intersectionality & Poverty (Race, Gender, Disability, Motherhood, Undocumented/Migrant workers, LGBTQ+, Childhood Poverty) Cont.</p> <p>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).</p> <p>Colorado News Collaborative. 2022. "Poverty Gap for Black and Latino Senior Citizens Grew Over Last Decade." On Canvas</p> <p>Andrew W. Kahrl, "Black People's Land Was Stolen," <i>New York Times</i>, June 23, 2019, available online.</p> <p>Ross, Kyle and Justin Dorazio. 2022. "The Latest Poverty, Income, and Food Insecurity Data Reveal Continuing Racial Disparities" on Canvas.</p> <p>Kendall, Mikki. 2020. <i>Hood Feminism: Notes From The Women A Movement Forgot</i>.</p> <ul style="list-style-type: none"> • Race, Poverty, & Politics (173-187) <p>McGhee, Heather. 2022. <i>The Sum of Us</i>.</p> <ul style="list-style-type: none"> • Chapter 2: Racism Drained the Pool (p. 17-39) <p>Rank et al. 2021. <i>Poorly Understood: What America Gets Wrong About Poverty</i>.</p> <ul style="list-style-type: none"> • Section 1: Whites are the Largest Racial Group Experiencing Poverty (p 32-38) <p>Kochhar, Rakesh and Mohamad Moslimani. 2023. "Wealth Surged in the Pandemic, but Debt Endures for Poorer Black and Hispanic Families" https://www.pewresearch.org/race-ethnicity/2023/12/04/wealth-surged-in-the-pandemic-but-debt-endures-for-poorer-black-and-hispanic-families/</p> <p>Shriver, Maria and The Center for American Progress. 2014. <i>The Shriver Report: A Woman's Nation Pushes Back from the Brink</i>. (on Canvas: "Shriver, Part 1") p. 11-12, 17-24, 36-39, 45-81, 84-91, 128-133, and 142-147</p> <p>Bleiweis et al. 2020. "The Basic Facts About Women in Poverty" Center for American Progress https://www.americanprogress.org/article/basic-facts-women-poverty/</p>

	<p>Statista. 2023. "Percentage of white, non-Hispanic families with a single mother in the US who live below the poverty level from 1990 to 2022" https://www.statista.com/statistics/205049/percentage-of-poor-white-families-with-a-female-householder-in-the-us/</p> <p>Baker, Regina S. 2022. "Ethno-Racial variation in Single Motherhood Prevalences and Penalties for Child Poverty in the United States, 1995-2018." On Canvas</p>
Thursday, February 22	<p>Elliot, Andrea. 2022. <i>Invisible Child: Poverty, Survival, and Hope in An American City</i>. Random House. Chapters 20-23</p>
<p>Week 6</p> <p>Tuesday, February 27</p>	<p>DL#6/WR #6 due</p> <p>Achieving the American Dream?: The Working Poor</p> <p>PolicyLink. 2023. "An Overview of America's Working Poor" https://www.policylink.org/data-in-action/overview-america-working-poor</p> <p>Rendleman, Julia. 2022. "How COVID-19 Keeps a Tight Grip on the Working Poor" https://abcnews.go.com/US/covid-19-tight-grip-working-poor/story?id=82359860</p> <p>Leffler, June. 2022. "The Price of Poverty: How Inflation hurts America's Working Poor" https://the1a.org/segments/the-price-of-poverty-how-inflation-hurts-americas-working-poor/</p> <p>Center for Poverty & Inequality Research, University of California Davis. N.d. "Who are the working poor in America?" On Canvas</p> <p>Desmond, Matthew. 2023. <i>Poverty, By America</i>.</p> <ul style="list-style-type: none"> • Chapter 3: How we Undercut Workers (p 41-62) <p>McGhee, Heather. 2022. <i>The Sum of Us</i>.</p> <ul style="list-style-type: none"> • Chapter 5: No one fights alone (p. 103-137) <p>Tirado, Linda. 2014. <i>Hand to Mouth: Living in Bootstrap America</i>.</p> <ul style="list-style-type: none"> • Introduction (p. xiii-xxvi) • Chapter 1: It takes money to have money (p. 3-13) • Chapter 2: You get what you pay for (p.17-33) <p>Irwin, Neil. 2017. "To Understand Rising Inequality, Consider the Janitors at Two Top Companies, Then and Now," <i>New York Times</i>. available online</p>

	<p>Lohr, Steve. 2017. "'Second Route' to Middle Class," <i>NY Times</i>, available online.</p> <p>Briefly look at the website of The Freelancers' Union, especially the tab, "In the Press."</p> <p>Porter, Eduardo. 2017. "Home Health Care: Shouldn't It be work worth doing?" <i>NYT</i>. https://www.nytimes.com/2017/08/29/business/economy/home-health-care-work.html</p>
Thursday, February 29	Elliot, Andrea. 2022. <i>Invisible Child: Poverty, Survival, and Hope in An American City</i> . Random House. Chapters 24-27
<p>Week 7</p> <p>Tuesday, March 5</p>	<p>DL#7/WR #7 due</p> <p>Housing: Affordability, Residential Segregation, Property Taxes, Homelessness, Eviction</p> <p>McGhee, Heather. 2022. <i>The Sum of Us</i>.</p> <ul style="list-style-type: none"> • Chapter 4: Ignoring the Canary (p. 67-100) • Chapter 7: Living Apart (p. 167-191) <p>Desmond, Matthew. 2023. <i>Poverty, By America</i>.</p> <ul style="list-style-type: none"> • Chapter 4: How we force the poor to pay more (p 63-79) • Chapter 6: How we buy opportunity (p.103-118) <p>Rank et al. 2021. <i>Poorly Understood: What America Gets Wrong About Poverty</i>.</p> <ul style="list-style-type: none"> • Section 5: The Playing Field is Uneven (p 136-144) <p>Kendall, Mikki. 2020. <i>Hood Feminism: Notes From The Women A Movement Forgot</i>.</p> <ul style="list-style-type: none"> • Housing (p. 205-216) <p>Fraser et al. 2019. "LGBTIQ+ Homelessness: A Review of the Literature." <i>International Journal of Environmental Research and Public Health</i>, 16: 1-13.</p> <p>Thornton, Claire. 2023. "'Rejected solely because of your identity': Homeless LGBTQ youths face unique challenges." https://www.usatoday.com/story/news/nation/2023/06/02/lgbtq-homeless-youths-family-rejection/11535821002/</p> <p>Kode, Anna. 2023. "The Typical American Renter Is Now Rent-Burdened, a Report Says." https://www.nytimes.com/2023/01/25/realestate/rent-burdened-american-households.html</p> <p>Hughes Babb, Christina. 2024. "Housing Affordability Remains a Critical Concern" https://themreport.com/news/data/01-12-2024/housing-affordability-remains</p>

	<p>Statista. 2024. "Average Monthly Apartment Rent in the US from January 2017 to November 2023, by apartment size" https://www.statista.com/statistics/1063502/average-monthly-apartment-rent-usa/</p> <p>Horst, Kyle G. 2024. "Renting with an Average Salary in the U.S." https://themreport.com/news/data/10-06-2023/renting-with-an</p> <p>NY Times editorial. 2021. "How Lower Income Americans Get Cheated on Property Taxes," https://www.nytimes.com/2021/04/03/opinion/sunday/property-taxes-housing-assessment-inequality.html</p> <p>Graetz et al. 2023. "A Comprehensive Demographic Profile of the US Evicted Population." <i>PNAS</i>, 120 (41): 1-6.</p> <p>Badger et al. 2023. "The Americans Most Threatened by Eviction: Young Children" https://www.nytimes.com/2023/10/02/upshot/evictions-children-american-renters.html</p> <p>Cornec, Henri. 2023. "New Research Sheds Light on the Economic Consequences of Evictions." https://economics.yale.edu/news/230926/new-research-sheds-light-economic-consequences-evictions</p> <p>Linda Gibbs, Jay Bainbridge, Muzzy Rosenblatt, and Tamiru Mammo. 2021. <i>How Ten Global Cities Take on Homelessness: Innovations That Work</i>. Oakland, CA: The University of Calif. Press.</p> <ul style="list-style-type: none"> • Chapter 4. Developing an Affordable Housing Strategy, pp. 70-85. • Chapter 5: Supportive Housing <p>Kristof, Nicholas. 2019. "A Better Address Can Change a Child's Future," <i>New York Times</i>. https://www.nytimes.com/2019/08/03/opinion/sunday/poverty-seattle.html</p>
Thursday, March 7	Elliot, Andrea. 2022. <i>Invisible Child: Poverty, Survival, and Hope in An American City</i> . Random House. Chapters 28-29
Week 8 Tuesday, March 10-15	<p>NO CLASSES; SPRING BREAK</p> <p>Elliot, Andrea. 2022. <i>Invisible Child: Poverty, Survival, and Hope in An American City</i>. Random House. Chapters 30-31</p> <p>Tirado, Linda. 2014. <i>Hand to Mouth: Living in Bootstrap America</i>.</p> <ul style="list-style-type: none"> • Chapter 8: Poverty is Fucking Expensive (p. 143-156) • Chapter 9: Being Poor isn't a crime--it just feels like it (p.159-180)

<p>Week 9</p> <p>Tuesday, March 19</p>	<p>DL#8/WR #8 due</p> <p>“Welfare reform” or a “war on welfare”?</p> <p>Note: Read in order</p> <p>McGhee, Heather. 2022. <i>The Sum of Us</i>.</p> <ul style="list-style-type: none"> • Chapter 6: Never a real democracy (p. 139-164) <p>Rank et al. 2021. <i>Poorly Understood: What America Gets Wrong About Poverty</i>.</p> <ul style="list-style-type: none"> • Section 4 (13): The U.S. Welfare State is Minimal (p 99-105) • Section 4 (14): Welfare Fraud is Scarce (p. 106-113) • Section 4 (15): Government Programs Can Reduce Poverty (p. 114-123)
<p>Thursday, March 21</p>	<p>Elliot, Andrea. 2022. <i>Invisible Child: Poverty, Survival, and Hope in An American City</i>. Random House. Chapters 32-33</p>
<p>Week 10</p> <p>Tuesday, March 26</p>	<p>DL#9/WR #9 due</p> <p>“Welfare reform” or a “war on welfare”? cont.</p> <p>Desmond, Matthew. 2023. <i>Poverty, By America</i>.</p> <ul style="list-style-type: none"> • Chapter 5: How we rely on welfare (p 80-102) <p>Kendall, Mikki. 2020. <i>Hood Feminism: Notes From The Women A Movement Forgot</i>.</p> <ul style="list-style-type: none"> • Hunger (p. 31-46) <p>Fraser, Nancy and Linda Gordon. 1998. “Contract vs. Charity: Why Is There No Social Citizenship in the United States?” In <i>The Citizenship Debates</i>, ed. Gershon Shafir, pp. 113-130.</p> <p>Fraser, Nancy. 1994. “Reinventing the Welfare State,” in <i>Boston Review</i>.</p> <p>Tirado, Linda. 2014. <i>Hand to Mouth: Living in Bootstrap America</i>.</p> <ul style="list-style-type: none"> • Chapter 4: I’m Not Angry So Much As I’m Really Tired (p. 59-86) • Chapter 7: We Do not have babies for welfare money (p. 115-140) <p>Charles et al. 2022. “The Role of Government Transfers in the Black-White Child Poverty Gap.” <i>Poverty & Social Policy</i> 6(3): 1-14.</p> <p>COVID-19 American Rescue Plan Act and Child Tax Credit</p> <p>Burns et al. 2022. “Expansions to child tax credit contributed to 46% decline in child poverty since 2020.” United States Census Bureau. https://www.census.gov/library/stories/2022/09/record-drop-in-child-poverty.html</p>

	<p>Parrott, Sharon. 2023. "Record Rise in Poverty Highlights Importance of Child Tax Credit; Health Coverage Marks a High Point Before Pandemic Safeguards Ended" https://www.cbpp.org/press/statements/record-rise-in-poverty-highlights-importance-of-child-tax-credit-health-coverage</p> <p>Gruberg, Sharita. 2021. "The American Rescue Plan Act Will significantly address LGBTQ Poverty" https://www.americanprogress.org/article/american-rescue-plan-act-will-significantly-address-lgbtq-poverty/</p>
<p>Thursday, March 28</p>	<p>NO CLASS; EASTER BREAK</p> <p>Elliot, Andrea. 2022. <i>Invisible Child: Poverty, Survival, and Hope in An American City</i>. Random House. Chapters 34-36</p>
<p>Week 11 Tuesday, April 2</p>	<p>Government Programs & Policies (HUD, SNAP, federal minimum wage, Equal Pay, Unemployment Benefits)</p> <p>Desilver, Drew. 2023. "What the data says about food stamps in the U.S." Pew Research. https://www.pewresearch.org/short-reads/2023/07/19/what-the-data-says-about-food-stamps-in-the-u-s/</p> <p>National Council on Aging. 2022. "Can I Get Food Stamps? A non-citizen's guide to SNAP Benefits." https://www.ncoa.org/article/can-i-get-food-stamps-a-non-citizens-guide-to-snap-benefits</p> <p>Smith, Victoria and Brian Halpin. 2014. "Low-wage work uncertainty often traps low-wage workers." Center for Poverty & Inequality Research University of California, Davis. https://poverty.ucdavis.edu/policy-brief/low-wage-work-uncertainty-often-traps-low-wage-workers</p> <p>Dunn, Amina. 2021. "Most Americans Support a \$15 Federal Minimum Wage." Pew Research https://www.pewresearch.org/short-reads/2021/04/22/most-americans-support-a-15-federal-minimum-wage/</p> <p>Desilver, Drew. 2021. "When it comes to raising the minimum wage, most of the action is in cities and states, not Congress." <i>Pew Research</i>. https://www.pewresearch.org/short-reads/2021/03/12/when-it-comes-to-raising-the-minimum-wage-most-of-the-action-is-in-cities-and-states-not-congress/</p> <p>Shriver, Maria and the Center for American Progress. 2014. <i>The Shriver Report: A Woman's Nation Pushes Back from the Brink</i>. Palgrave. pp. 237-273 (on Canvas: "Shriver, Part 2").</p>

Manansala, Maria. 2023. "Moms' Equal Pay Day Spotlight: Single Mothers, Poverty, and the Wage Gap" <https://nationalpartnership.org/moms-equal-pay-day-spotlight-single-mothers-poverty-wage-gap/>

Kochhar, Rakesh. 2023. "The Enduring Grip of the Gender Pay Gap." Pew Research <https://www.pewresearch.org/social-trends/2023/03/01/the-enduring-grip-of-the-gender-pay-gap/>

Human Rights Campaign. N.d. "The Wage Gap Among LGBTQ+ Workers in the United States" <https://www.hrc.org/resources/the-wage-gap-among-lgbtq-workers-in-the-united-states>

Wilson, Valerie and Willian Darity Jr. 2022. "Understanding Black-White Disparities in Labor Market Outcomes Requires Models that Account for Persistent Discrimination and Unequal Bargaining Power." *Economic Policy Institute*. <https://www.epi.org/unequalpower/publications/understanding-black-white-disparities-in-labor-market-outcomes/>

Center on Budget and Policy Priorities. 2023. "Policy Basics: How Many Weeks of Unemployment Compensation are available?" <https://www.cbpp.org/research/economy/how-many-weeks-of-unemployment-compensation-are-available>

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Desilver, Drew. 2020. "Not all unemployed people get unemployment benefits; in some states, very few do." *Pew Research* <https://www.pewresearch.org/short-reads/2020/04/24/not-all-unemployed-people-get-unemployment-benefits-in-some-states-very-few-do/>

Pohle, Allison. 2021. "How does unemployment work?" *The Wall Street Journal*. <https://www.wsj.com/articles/how-does-unemployment-work-11607715590>

Ott, Matt. 2023. "US Applications for jobless benefits inch higher but remain at historically healthy levels." <https://www.wsj.com/articles/how-does-unemployment-work-11607715590>

Lester, Demetria. 2024. "HUD Proposes Rule to Advance Economic Development in Underserved Communities" <https://themreport.com/news/data/01-12-2024/hud-proposes-rule>

Thursday, April 4	Elliot, Andrea. 2022. <i>Invisible Child: Poverty, Survival, and Hope in An American City</i> . Random House. Chapters 37-38
<p>Week 12</p> <p>Tuesday, April 9</p>	<p>DL#10/WR #10 due Government Programs & Policies (Education, Student loans, health care)</p> <p>Hannah-Jones, Nikole. 2019. "It Was Never About Busing," <i>New York Times</i>, available online.</p> <p>Tough, Paul. 2019. "What College Admissions Offices Really Want," <i>New York Times</i>.</p> <p>Shalal, Andrea. 2023. "Poor face hit as shutdown, childcare cliff, student loans converge." <i>Reuters</i>. https://www.reuters.com/world/us/us-poor-face-economic-hit-shutdown-childcare-cliff-student-loans-converge-2023-09-29/</p> <p>Hahn, Alicia. 2023. "2024 Student Loan Debt Statistics: Average Student Loan Debt." <i>Forbes</i>. https://www.forbes.com/advisor/student-loans/average-student-loan-debt-statistics/</p> <p>Matthews, Alex Leeds. 2023. "Student Loan Repayments have resumed. Here's 4 Charts that break down American Educational debt" <i>CNN</i>. https://www.cnn.com/2023/10/13/politics/american-student-loans-resume-debt-dg/index.html</p> <p>Aratani, Lauren. 2023. "'Totally devastating': Borrowers on the start of student loan repayment." <i>The Guardian</i>. https://www.theguardian.com/money/2023/sep/06/us-student-loan-repayment-start-impact-debt</p> <p>Chernikoff, Sara. 2023. "Student loan repayments: These charts explain how much student debt Americans owe." <i>USA Today</i>. https://www.usatoday.com/story/money/2023/10/03/student-loan-repayments-charts-show-debt-crisis/71035530007/</p> <p>Schleifer, David. 2023. "Beyond forgiveness: tackle the root causes of debt in higher education and health care." <i>The Hill</i>. https://thehill.com/opinion/finance/4349969-beyond-forgiveness-tackle-the-root-causes-of-debt-in-higher-education-and-health-care/</p> <p>Vargas, Alejandro. 2023. "Student loan debt is a public health concern." <i>Chicago Sun Times</i>. https://chicago.suntimes.com/2023/4/6/23668879/student-loan-debt-public-health-inequity-research-alejandro-vargas-op-ed</p> <p>Kuperberg et al. 2023. "Taking out student loans makes you unhealthier than your debt-free peers, groundbreaking study of 3,200 college kids finds." <i>Fortune</i>.</p>

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Addo, Fenaba. 2023. "Student Loan Crisis Falls Disproportionately on Black Women." Women's Media Center. <https://womensmediacenter.com/news-features/student-loan-crisis-falls-disproportionately-on-black-women>

Kindlelan, Katie and Yi-Jin Yu. 2022. "The student debt gender gap: Women burdened more by debt call for systemic changes." GMA. <https://www.goodmorningamerica.com/living/story/student-debt-gender-gap-women-burdened-debt-call-84823475>

Tirado, Linda. 2014. *Hand to Mouth: Living in Bootstrap America*.

- Chapter 3: You Can't Pay a Doctor in Chickens Anymore (p. 37-56)
- Chapter 5: I've Got Way Bigger Problems than a Spinach Salad can solve (p. 89-101)

Kelly, Kate. 2023. "Medicare vs. Medicaid: What's the Difference?" Forbes. <https://www.forbes.com/health/medicare/medicare-vs-medicaid/>

Masterson, Lee. 2023. "What is the health insurance marketplace?" Forbes. <https://www.forbes.com/advisor/health-insurance/marketplace-insurance/>

Ellis, Lucy. 2023. "A Complex Landscape of Healthcare Access for Latinx immigrants." Human Rights First. <https://humanrightsfirst.org/library/a-complex-landscape-of-healthcare-access-for-latinx-immigrants/>

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Ney, Jeremy. 2023. "Without health insurance, poverty is just a medical bill away." <https://jeremybney.medium.com/without-health-insurance-poverty-is-just-a-medical-bill-away-d62281d61be5>

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	<p>https://www.npr.org/sections/health-shots/2023/12/20/1220621785/for-the-third-year-in-a-row-aca-health-insurance-plans-see-record-signups</p> <p>Weiland, Noah. 2024. “More than 20 million People have signed up for obamacare plans, blowing by record.” <i>NYT</i>. https://www.nytimes.com/2024/01/10/us/politics/obamacare-affordable-care-act-signups-record.html</p> <p>Tirado, Linda. 2014. <i>Hand to Mouth: Living in Bootstrap America</i>. <ul style="list-style-type: none"> • Chapter 6: This part is about sex (p.105-112) </p> <p>Kendall, Mikki. 2020. <i>Hood Feminism: Notes From The Women A Movement Forgot</i>. <ul style="list-style-type: none"> • Reproductive justice (217-236) </p>
<p>Thursday, April 11</p>	<p>Elliot, Andrea. 2022. <i>Invisible Child: Poverty, Survival, and Hope in An American City</i>. Random House. Chapters 39-41</p> <p>Tirado, Linda. 2014. <i>Hand to Mouth: Living in Bootstrap America</i>. <ul style="list-style-type: none"> • Chapter 10: An Open Letter to Rich People (p.183-202) </p>
<p>Week 13 Tuesday, April 16</p>	<p>DL#11/WR #11 due</p> <p>STL History</p> <p>Look at website for BUD program: https://moworksinitiative.org/building-union-diversity-bud-program/</p> <p>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</p> <p>NCSL. 2023. “Addressing Youth Homelessness in Missouri” https://www.ncsl.org/human-services/addressing-youth-homelessness-in-missouri</p> <p>Johnson, Walter. 2020. <i>The Broken Heart of America: St. Louis and the Violent History of the United States</i>. <ul style="list-style-type: none"> • Chapter 5: Black Reconstruction & the Counterrevolution of Property (p. 141-179) • Chapter 7: The Shape of Fear (p. 217-249) • Chapter 8: Not Poor, Just Broke (p. 251-289) • p 316-328 (housing) </p> <p>PD&R Edge. N.D. “Why did Pruitt-Igoe Fail?” https://www.huduser.gov/portal/pdredge/pdr_edge_featd_article_110314.html</p>

	<p>Weiss, Richard. 2023. "Pruitt-Igoe Residents Exposed to government testing seek compensation. 'What about us?'" https://www.stltoday.com/news/local/metro/pruitt-igoe-residents-exposed-to-government-testing-seek-compensation-what-about-us/article_2519b290-49ae-11ee-b708-237b74789b73.html</p>
<p>Thursday, April 18</p>	<p>How does the USA compare with other OECD countries?</p> <p>Rank et al. 2021. <i>Poorly Understood: What America Gets Wrong About Poverty</i>.</p> <ul style="list-style-type: none"> • Section 3 (10): America's Poor are Worse Off than Elsewhere (p 73-81) • Section 5 (16): The United States is no longer a land of upward mobility and opportunity (p. 127-136) <p>Confronting Poverty. N.D. "America's Poor are Worse off than elsewhere." https://confrontingpoverty.org/poverty-facts-and-myths/americas-poor-are-worse-off-than-elsewhere/</p> <p>Cashin, Sheryll. 2023. "America's Poverty is Built by Design." Politico. https://www.politico.com/news/magazine/2023/05/21/theres-a-path-out-of-poverty-00097399</p> <p>Harress, Christopher. 2023. "Americans are drowning in student loan debt. How does the rest of the world compare?" https://www.reckon.news/news/2023/07/americans-are-drowning-in-student-loan-debt-how-does-the-rest-of-the-world-compare.html</p> <p>Jarow, Oshan. 2023. "Poverty in America is a major public health crisis. Let's treat it like one." Vox. https://www.vox.com/future-perfect/23792854/poverty-mortality-study-public-health-antipoverty-america-deaths-poor-life-expectancy</p> <p>Kristof, Nicholas. 2020. "McDonald's Workers in Denmark Pity Us, <i>The New York Times</i>," https://www.nytimes.com/2020/05/08/opinion/sunday/us-denmark-economy.html</p> <p>Desmond, Matthew. 2023. "America is a Disgraced Class of its Own." NYT. https://www.nytimes.com/2023/03/16/opinion/poverty-abolition-united-states.html</p> <p>Lowrey, Annie. 2023. "The War on Poverty Is Over. Rich People Won." The Atlantic. https://www.theatlantic.com/ideas/archive/2023/05/poverty-in-america-book-matthew-desmond-interview/674058/</p> <p>Collins. 2019. Making Motherhood Work in Sweden. pdf</p>
<p>Week 14</p>	<p>DL#12/WR #12 due</p>

Tuesday, April 23

Service-Learning Project Log due April 25

Service-Learning Critical Reflection Essay due April 25

Globalization, Sustainable Development Goals, Global Poverty, & Climate Change

Farmer, Paul. 2005. "Pathologies of Power: Health, Human Rights, and the New War on the Poor" pp. 29-50.

Evans, Alice. 2019. "Inclusive Prosperity for Global Supply Chains," *Boston Review* pp. 59-63.

Bhattarai, Muna and Susan Miller Smedema. 2023. "Improving Health of Persons with Disabilities Living in Poverty: A Scoping Review." RCEJ.

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United Nations. 2023. "Realizing Sustainable Developmental Goals by, for and with Persons with Disabilities: Ending poverty and Hunger for all persons with disabilities (Goals 1 & 2)." Pdf

C.W. 2014. "Why globalization may not reduce inequality in poor countries." *The Economist*. On Canvas

Rudra, Nita and Jennifer Tobin. 2017. "When does globalization help the poor?" *Annual Review of Political Science*. 287-307.

Zameer, Hashim, Muhammad Shahbaz, and Xuan Vinh Vo. 2020. "Reinforcing Poverty Alleviation efficiency through technological innovation, globalization, and financial development." *Technological Forecasting & Social Change* 161.

Hassan, Muhammad Shahid, Samra Bukhari, and Noman Arshed. 2020. "Competitiveness, governance and globalization: What matters for poverty alleviation?" *Environment, Development and Sustainability*. 22: 3491-3518.

Guzel, Arif Eser, Unal Arslan, and Ali Acaravci. 2021. "The Impact of economic, social, and political globalization and democracy on life expectancy in low-income countries: are sustainable development goals contradictory?" *Environment, Development and Sustainability* 23: 13508-13525.

Hassan et al. 2022. "Environmental complexity of globalization, education, and income inequalities: New insights of energy poverty." *Journal of Cleaner Production* 340.

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- Chapter 8: The Same Sky (p. 193-218)

	<p>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</p> <p>Del Carmen Perez-Pena et al. 2021. “Analysis of Research on the SDGs: The Relationship between Climate Change, Poverty, and Inequality.” <i>Applied Science</i> 11.</p> <p>Li et al. 2021. “Financial inclusion may limit sustainable development under economic globalization and climate change.” <i>Environmental Research Letters</i> 16.</p> <p>Arga et al. 2020. “Revised Estimates of the Impact of Climate Change on Extreme Poverty by 2030.” <i>Policy Research Working Paper</i>.</p> <p>Yuheng, Li, Wu Wenhao, and Wang Yongsheng. 2021. “Global poverty dynamics and resilience building for sustainable poverty reduction.” <i>Journal of Geographical Sciences</i>. 31(8): 1159-1170.</p> <p>Jakob, Michael. 2022. “Globalization and climate change: state of knowledge, emerging issues, and policy implications.” <i>Wires Climate Change</i>. 1-16.</p>
Thursday, April 25	Elliot, Andrea. 2022. <i>Invisible Child: Poverty, Survival, and Hope in An American City</i> . Random House. Chapters 42-Afterword
<p>Week 15</p> <p>Tuesday, April 30</p>	<p>Active citizens, advocacy, and the role of civil society</p> <p>Core Reflection Essay due May 2</p> <p>Extra Credit Documentary Essays due May 3</p> <p>WGS Community Support due May 3</p> <p>Rank et al. 2021. <i>Poorly Understood: What America Gets Wrong About Poverty</i>.</p> <ul style="list-style-type: none"> • Section 6 (20): Reshaping Social Policy (p 166-176) • Section 6 (21): Creating the Change (p. 177-184) <p>Desmond, Matthew. 2023. <i>Poverty, By America</i>.</p> <ul style="list-style-type: none"> • Chapter 7: Invest in ending poverty (p 119-138) • Chapter 8: Empower the Poor (p. 139-160) • Chapter 9: Tear Down the Walls (p. 161-182) <p>McGhee, Heather. 2022. <i>The Sum of Us</i>.</p> <ul style="list-style-type: none"> • Chapter 9: The Hidden Wound (p. 221-253) • Chapter 10: The Solidarity Dividend (p. 255-289) <p>Adams, Hal. 1998. “A Grassroots Think Tank—Linking Writing and Community Building,” in <i>Teaching for Social Justice</i>. pp. 81-97.</p>

Thursday, May 2	Last day of class
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Note: Syllabus subject to change at any point. Please check your email daily.



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