

## University of Wisconsin-Madison

### Sociology 496: Poverty, Inequality and Social Policy Fall 2020

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Section 1: Tuesday, Thursday 9:30-10:45am  
Room: Pyle Center 213 and online  
Office hours: By appointment (please email!)

#### **Course Description**

This course examines aspects of poverty and inequality from a sociological perspective, while incorporating insights from other fields, including demography, psychology, and economics. The course also considers social policies that are designed to support low-income individuals and families. The focus is primarily on the U.S., although cross-national data are presented at several points. Contemporary debates and issues are explored, with emphasis on research evidence and considering potential implications for public policy. A major goal of the course is to encourage students to critically evaluate their own assumptions about poverty, inequality and social policy as we together consider the research evidence and discuss the larger issues and implications. This is a general education course with face-to-face instructional mode for 3 credits, determined via the traditional Carnegie definition (2 ½ hours of instruction per week plus out-of-class student work).

#### **Prerequisites**

This course is open to upper-level undergraduates; students must have at least junior status or permission of the instructor.

#### **Readings**

Students are expected to read the assigned readings for each week before coming to class. Books are listed below. Other readings are either found at the web addresses listed or are posted on the course website. All books are required (and are listed in the order in which we will read them).

Iceland, John. 2013. *Poverty in America: A Handbook*. Berkeley, CA: University of California Press. (Available electronically via UW Library catalog.)

Halpern-Meehan, Sarah, Kathryn Edin, Laura Tach and Jennifer Sykes. 2015. *It's Not Like I'm Poor: How Working Families Make Ends Meet in a Post-Welfare World*. Oakland, CA: University of California Press.

Edin, Kathryn and Maria Kefalas. 2011. *Promises I Can Keep: Why Poor Women Put Motherhood before Marriage*. Berkeley, CA: University of California Press. (Earlier edition is fine.)

Western, Bruce. 2018. *Homeward: Life in the Year after Prison*. New York: Russell Sage Foundation.

## Course Requirements

Students will be evaluated on four short in-class quizzes (20%), two non-cumulative in-class exams (20+20%=40%), a short paper (20%), discussion Qs (5%), and attendance, participation and discussion (15%).

1. Quizzes. There will be four in-class, short-answer quizzes on the material. These quizzes will be given during the first 15 minutes of class. The quizzes will be held on September 29, October 13, November 10 and November 19 (4\*5%=20%).
2. Exams. There will be two exams held during regular class sessions on Tuesday, October 20 and Thursday, December 10. The first exam will cover the course material (including readings, lectures and videos) through October 15<sup>th</sup>, and the second exam (non-cumulative) will cover the material from Exam 1 through December 8<sup>th</sup>. These will consist of multiple choice, short answer, and essay questions. Each exam is worth 20% of your grade (20% + 20%=40%). (Note that there will be NO exam during the scheduled final exam time.)
3. Paper. A short paper is due on Tuesday, November 24<sup>th</sup> (but you should feel free to submit it earlier); a brief topic description with references is due October 29<sup>th</sup>. The paper assignment will be posted on the course website. The paper should be no more than 8 pages in length (double-spaced, 12-point font). I will give you guidance about how to cite relevant references. The short paper will count for 20% of your final grade. Late papers will not be accepted (and will receive a grade of zero).
4. Attendance, Participation and Discussion. As has been said, a big part of success is just “showing up!” I believe it’s important for you to show up and contribute to our class environment. I will take attendance each class, and *more than two unexcused absences* will count against your participation grade. Students should come to class prepared to demonstrate an understanding of the assigned readings. This entails reading all of the assigned material before each class and actively participating in class discussion. Class attendance, participation and discussion counts for 15% of your final grade. An additional 5% of your grade comes from submitting thoughtful discussion questions *by the assigned dates* about each of the 3 books we will discuss in class (details about Qs will follow).

## Grading

The course is graded according to the following scale:

A	94-100
AB	88-93
B	84-87
BC	78-83
C	70-77
D	60-69
F	59 or less

## **Expectations and Information**

**Course Policies.** The professor adheres to all Department, College, and University policies regarding accommodations for students with disabilities, religious holidays, incompletes, plagiarism, and student evaluation of the course and its instruction.

**Accommodations.** Please send me an email by the end of the second week of the course if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. This may be the case if English is your second language or you experience a physical or psychological condition that makes it difficult for you to complete assignments and/or exams without some modification of those tasks. Accommodations are provided for students who qualify for disability services through the McBurney Center. Their website has detailed instructions about how to qualify: <http://www.mcburney.wisc.edu>. Provide a copy of your accommodations request (VISA) to the instructor by the end of the second week of class. We try to reserve rooms and proctors by the third week in class, so we must know of all accommodations by then.

If you wish to request a scheduling accommodation for religious observances, send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university's web page for details: <https://kb.wisc.edu/page.php?id=21698>.

**Writing Center.** Students are encouraged to take advantage of the resources and classes offered by the Writing Center (located at 6171 Helen C. White Hall) to help with organization, thesis statements, grammar, sentence structure, and appropriate citations. See: [www.writing.wisc.edu](http://www.writing.wisc.edu). Before submitting your short paper, you are expected to be familiar with the guidelines on the Writing Center website about "Quoting and Paraphrasing Sources" (see: <http://writing.wisc.edu/Handbook/QuotingSources.html>). See next section regarding 'Academic Integrity.'

**Academic integrity.** As with all courses at the University of Wisconsin, you are expected to follow the University's rules and regulations pertaining to academic honesty and integrity. The standards are outlined by the Office of Student Conduct and Community Standards: <https://conduct.students.wisc.edu/academic-integrity>. According to UWS 14, academic misconduct is defined as, an individual:

- Seeks to claim credit for the work or efforts of another without authorization or citation;
- Uses unauthorized materials or fabricated data in any academic exercise;
- Forges or falsifies academic documents or records;
- Intentionally impedes or damages the academic work of others;
- Engages in conduct aimed at making false representation of a student's academic performance;
- Assists other students in any of these acts.

For a complete description of behaviors that violate the University's standards as well the disciplinary penalties and procedures, please see the Dean of Students' website (above). If you have questions about plagiarism specifically, you should consult the information on the Writing Center

website regarding “Quoting and Paraphrasing Sources” (<http://writing.wisc.edu/Handbook/QuotingSources.html>). Knowledge of these rules is your responsibility, and lack of familiarity with these rules in no way constitutes an excuse for acts of misconduct. If you have questions about the rules for any of the assignments or exams, please do not hesitate to ask.

Departmental notice of grievance and appeal rights. The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the Chair, Professor Christine Schwartz, 4462 Social Science ([cschwartz@ssc.wisc.edu](mailto:cschwartz@ssc.wisc.edu)).

Departmental learning objectives. Beyond the specific substantive and methodological content I will cover in this course, I have designed this course to achieve the following instructional objectives designated as priorities by the Department of Sociology:

- *Critically Evaluate Published Research:* Sociology graduates will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
- *Communicate Skillfully:* Sociology majors write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
- *Critical Thinking about Society and Social Processes:* Sociology graduates can look beyond the surface of issues to discover the “why” and “how” of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.
- *See Things from a Global Perspective:* Sociologists learn about different cultures, groups, and societies across both time and place. They are aware of the diversity of backgrounds and experiences among residents of the United States. They understand the ways events and processes in one country are linked to those in other countries.
- *Prepare for Graduate School and the Job Market:* Students use their social research skills to identify opportunities for employment or further study, assess their qualifications for these opportunities, and identify strategies for gaining the necessary knowledge and experience to improve their qualifications. Students are encouraged to develop and maintain portfolios of their written work and educational experiences to aid them in preparing applications. (Also, I would encourage you to visit the L&S SuccessWorks’ website for information about careers and professional development: <https://careers.ls.wisc.edu>.)

### **Useful Websites**

I encourage you to become familiar with various on-line resources related to the course material:

Center on Budget and Policy Priorities – [www.cbpp.org](http://www.cbpp.org)

Center for Law and Social Policy – [www.clasp.org](http://www.clasp.org)

Center for Research on Child Wellbeing (Princeton University) – <http://crcw.princeton.edu/>

Century Foundation – [www.tcf.org](http://www.tcf.org)

Child Trends – [www.childtrends.org](http://www.childtrends.org)

Future of Children – [www.futureofchildren.org](http://www.futureofchildren.org)

Institute for Research on Poverty (University of Wisconsin) – [www.ssc.wisc.edu/irp](http://www.ssc.wisc.edu/irp)

Luxembourg Income Study (cross-national research) – <http://www.lisdatacenter.org>  
MDRC (experiments and evaluations) – [www.mdrc.org](http://www.mdrc.org)  
National Center for Children in Poverty – [www.nccp.org](http://www.nccp.org)  
Poverty Solutions (University of Michigan) – <http://poverty.umich.edu>  
Population Reference Bureau – [www.prb.org](http://www.prb.org)  
Stanford Center on Poverty and Inequality -- <https://inequality.stanford.edu>  
UNICEF (children) – <https://www.unicef.org>  
Urban Institute – [www.urban.org](http://www.urban.org)  
U.S. Census Bureau (population info and poverty statistics) – [www.census.gov](http://www.census.gov)  
U.S. Department of Health and Human Services:  
    Administration for Children and Families – [www.acf.hhs.gov](http://www.acf.hhs.gov)  
    Office of the Assistant Secretary for Planning and Evaluation – [www.aspe.hhs.gov](http://www.aspe.hhs.gov)

### **Class in the Time of COVID-19**

This is a very unusual semester...! At the start of 2020, I don't think any of us could have ever imagined that we would soon be in the midst of a global pandemic which would persist over many months and change all of our lives in so many ways. This is not what we expected or would want for our world, and now we are starting a new semester at UW-Madison where many classes are on-line, and the classes that are in person (like ours) must follow very strict health and safety guidelines.

Please know that I am mindful of the context in which we will be learning together about poverty, inequality and social policy. I trust that we will all do our very best, and yet I realize that we may need to adapt to additional changes and contingencies. I hope that you will keep in touch with me and let me know if there are circumstances that are making your full course participation difficult, or if there is something that you might like me to know.

## **Sociology 496: Poverty, Inequality and Social Policy**

### **Schedule and Required Readings**

#### **Section I: Poverty – Measurement, Causes, Consequences and Policies**

##### **Introduction to and Perspectives on Poverty**

##### **Thurs., Sept. 3: Introduction (to the course and each other)**

Introductions, discussion of course plans and material, feedback on course topics.

##### **Tues., Sept. 8: Views and Values about Poverty**

Iceland, “Introduction” (pp. 1-10) and chapter 1, “Early Views of Poverty in America” (pp. 11-21).

Pew Research Center, “Most Americans Point to Circumstances, Not Work Ethic, for Why People Are Rich or Poor,” March 2, 2020. <https://www.pewresearch.org/politics/2020/03/02/most-americans-point-to-circumstances-not-work-ethic-as-reasons-people-are-rich-or-poor/>

Ellwood, David T. 1988. “Values and the Helping Conundrums,” Chapter 2 (pp. 14-44). In *Poor Support: Poverty in the American Family*. New York: Basic Books.

##### **Thurs., Sept. 10: \*\*CLASS CANCELLED (Chancellor’s directive)\*\***

##### **Measuring and Understanding Poverty**

##### **Tues., Sept. 15: How Do We Measure Poverty?**

Iceland, chapter 2, “Methods of Measuring Poverty” (pp. 22-38).

“How the Census Bureau Measures Poverty”. See: <https://www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures.html>

Fox, Liana. 2019. “The Supplemental Poverty Measure: 2018.” Report Number P60-268. <https://www.census.gov/content/dam/Census/library/publications/2019/demo/p60-268.pdf>

D’Souza, Renita. 2020. “Blueprint for Measuring Poverty: Insights from the Capabilities Approach.” <https://www.orfonline.org/expert-speak/blueprint-measuring-poverty-insights-capabilities-approach-67957/>

##### **Thurs., Sept. 17: Who Is Poor, and What Does It Mean to Be Poor?**

Iceland, chapter 3, “Characteristics of the Poverty Population” (pp. 39-60).

Rector, Robert and Jamie Bryan Hall. 2020. "How Poor, Really, Are America's Poor?" Commentary, The Heritage Foundation: <https://www.heritage.org/poverty-and-inequality/commentary/how-poor-really-are-americas-poor>

**\*\*Please watch on your own before Sept 29<sup>th</sup>:**

*PBS Frontline Documentary "Poor Kids: Poverty through the Eyes of Children," 2012 (53 mins.)*  
<https://www.pbs.org/video/frontline-poor-kids>

### **Causes and Consequences of Poverty**

#### **Tues., Sept. 22: What Are the Causes of Poverty?**

Iceland, chapter 5, "Causes of Poverty" (pp. 79-113).

Autor, David. 2010. "The Polarization of Job Opportunities in the U.S. Labor Market: Implications for Employment and Earnings." (Executive Summary, 7 pages.) Center for American Progress.  
[http://www.americanprogress.org/wp-content/uploads/issues/2010/04/pdf/job\\_polarization\\_execsumm.pdf](http://www.americanprogress.org/wp-content/uploads/issues/2010/04/pdf/job_polarization_execsumm.pdf)

#### **Thurs., Sept. 24: What Are the Consequences of Poverty?**

National Academies of Sciences, Engineering, and Medicine; Division of Behavioral and Social Sciences and Education; Committee on National Statistics; Board on Children, Youth, and Families; S. Le Menestrel and G. Duncan, editors. *A Roadmap to Reducing Child Poverty*. Washington: National Academies Press; 2019 Feb 28. 'Consequences of Child Poverty.'  
<https://www.ncbi.nlm.nih.gov/books/NBK547371/>

Evans, Gary W., Jeanne Brooks-Gunn, and Pamela Kato Klebanov. 2011 (Winter). "Stressing Out the Poor: Chronic Physiological Stress and the Income-Achievement Gap." *Pathways*, Stanford Center on Poverty and Inequality.  
[http://www.stanford.edu/group/scspi/\\_media/pdf/pathways/winter\\_2011/PathwaysWinter11\\_Evans.pdf](http://www.stanford.edu/group/scspi/_media/pdf/pathways/winter_2011/PathwaysWinter11_Evans.pdf)

IRP *Fast Focus*, 2019. "The Brain Science of Poverty and its Policy Implications," No. 40-2019.  
<https://www.irk.wisc.edu/wp/wp-content/uploads/2019/06/FF40-2019.pdf>

## **Section II: Inequality, Mobility, Privilege, and Policies**

### **Measuring and Monitoring Inequality**

#### **Tuesday, Sept. 29: Measuring Inequality and Patterns/Trends **\*\*MEET IN PERSON\*\*****

**\*\*Quiz #1 in class**

Bevins, Josh. 2020 (Sept 25). “We can fix economic inequality. But we need the political will to do it.” *USA Today*. <https://www.usatoday.com/story/opinion/2020/09/25/economic-inequality-can-fixed-but-we-need-political-do-it-column/5851411002/>

Pew Research. 2015. The Many Ways to Measure Inequality. (3 pages)  
<http://www.pewresearch.org/fact-tank/2015/09/22/the-many-ways-to-measure-economic-inequality/>

Schiller, Bradley R. 2008. “Inequality,” Chapter 2 (pp. 18-36) in *The Economics of Poverty and Discrimination*, 10<sup>th</sup> edition. Upper Saddle River, NJ: Prentice Hall.

Fisher, Jonathan and Timothy M. Smeeding. 2016. “Income Inequality.” *State of the Union*. Stanford Center on Poverty and Inequality.  
<https://inequality.stanford.edu/sites/default/files/Pathways-SOTU-2016-Income-Inequality-3.pdf>

### **Thurs., Oct. 1: Transmission of Privilege and the ‘Top 1%’ \*\*MEET ONLINE\*\***

Stewart, Matthew. 2018. “The 9.9 Percent Is the New American Aristocracy.” *The Atlantic* (June issue). <https://www.theatlantic.com/magazine/archive/2018/06/the-birth-of-a-new-american-aristocracy/559130/>

Stiglitz, Joseph E. 2011. “Of the 1%, by the 1%, for the 1%.” *Vanity Fair*. (2 pages)  
<http://www.vanityfair.com/society/features/2011/05/top-one-percent-201105>

*We will watch together in class (online)*: PBS documentary (Independent Lens) “Park Avenue: Money, Power & the American Dream,” 2012 (54 mins.):  
[https://www.youtube.com/watch?v=6niWzomA\\_So](https://www.youtube.com/watch?v=6niWzomA_So)

### **Understanding Economic and Social Mobility – Who Gets Ahead in the U.S.?**

#### **Tuesday, Oct. 6<sup>th</sup>: Social and Economic Mobility \*\*MEET IN PERSON\*\***

Chetty, Raj, Nathaniel Hendren, Patrick Kline, and Emmanuel Saez. 2015. “Economic Mobility.” *Stanford State of the Union*.  
[https://inequality.stanford.edu/sites/default/files/SOTU\\_2015\\_economic-mobility.pdf](https://inequality.stanford.edu/sites/default/files/SOTU_2015_economic-mobility.pdf)

Collinson Robert and Jens Ludwig. 2019 (Sept. 19). “Neighborhoods and Opportunity in America.”  
<https://www.brookings.edu/research/neighborhoods-matter-for-opportunity-time-for-more-place-conscious-policy/>

Jäntti, Markus. 2010. “Mobility in the United States in Comparative Perspective.” *Focus* 26(2). Institute for Research on Poverty, University of Wisconsin-Madison.  
<http://www.irp.wisc.edu/publications/focus/pdfs/foc262g.pdf>

Smeeding, Timothy. 2016. “Multiple Barriers to Economic Opportunity for the ‘Truly’ Disadvantaged and Vulnerable,” *Russell Sage Foundation, Journal of the Social Sciences*, Volume: 2, Issue: 2, pp. 98-122.



**Thursday, Oct. 8<sup>th</sup>: Differences in SES across the Globe and U.S. Regions \*\*MEET ONLINE\*\***

Iceland, chapter 4, “Global Poverty” (pp. 61-78).

*Listen to:* Allard, Scott. 2016. “The Suburbanization of U.S. Poverty.” Institute for Research on Poverty podcast: <http://www.irp.wisc.edu/publications/media/podcasts/PC45-2016-August.mp3>

Kneebone, Elizabeth. 2017 (Feb. 15<sup>th</sup>). “The Changing Geography of U.S. Poverty.” Brookings Institution. <https://www.brookings.edu/testimonies/the-changing-geography-of-us-poverty/>

*\*\*Post 2 discussion Qs about Halpern-MeeKin et al. book on Canvas by 5pm on Tuesday, Oct. 13<sup>th</sup>.*

**Policies to Reduce Poverty**

**Tuesday, Oct. 13<sup>th</sup>: Welfare Reform, Anti-Poverty Policies and the Working Poor \*\*MEET IN PERSON\*\***

*\*\*Quiz #2 in class*

Iceland, chapter 7, “Poverty and Policy” (pp. 130-155), and chapter 8, “Conclusion” (pp. 157-163).

Duncan, Greg D., Timothy Smeeding, and Suzanne Le Menestrel. 2020. “Poverty, work, and welfare: Cutting the Gordian knot.” *Proceedings of the National Acad. of Sciences*, June 30, 2020. <https://doi.org/10.1073/pnas.2011551117>

**Thursday, Oct. 15<sup>th</sup>: One Perspective on Living in Poverty amidst Current Public Policies \*\*MEET ONLINE\*\***

Discuss book in class: Halpern-MeeKin, Sarah, Kathryn Edin, Laura Tach and Jennifer Sykes. 2015. *It's Not Like I'm Poor: How Working Families Make Ends Meet in a Post-Welfare World*.

**Tuesday, Oct. 20<sup>th</sup>: \*\*Exam 1 – IN PERSON\*\***

**Section III: Early Childhood through Higher Education**

**Thursday, Oct. 22<sup>n</sup>: Children’s Early Years and Schooling \*\*MEET ONLINE\*\***

Heckman, James J. 2006. “Skill Formation and the Economics of Investing in Disadvantaged Children.” *Science* 312(5782):1900-1902.

Kalil, Ariel. 2016. “How Economic Inequality Affects Children’s Outcomes.” Washington Center for Equitable Growth. <https://equitablegrowth.org/how-economic-inequality-affects-childrens-outcomes/>

Tate, Emily. 2019. "What Science Tells Us about Early Childhood Development." <https://www.edsurge.com/news/2019-11-20-what-science-tells-us-about-early-childhood-development>

**Tuesday, Oct. 27<sup>th</sup>: Higher Education \*\*MEET IN PERSON\*\***

Freedman, Josh. 2013 (May 16). "Why American Colleges Are Becoming a Force for Inequality." *The Atlantic*. <https://www.theatlantic.com/business/archive/2013/05/why-american-colleges-are-becoming-a-force-for-inequality/275923/>

Grodsky, Eric and Erika Jackson. 2009. "Social Stratification in Higher Education." *Teachers College Record* 111(10):2347-2384.

Reeves, Richard. 2016. "College and the End of Upward Mobility." *Chronicle of Higher Education*.

**Section IV: Families**

**Thursday, Oct. 29<sup>th</sup>: Families and Inequality \*\*MEET ONLINE\*\***

*\*\*Short paper title/topic due.*

Cooper, Marianne and Allison J. Pugh. 2020. "Families across the Income Spectrum: A Decade in Review." *Journal of Marriage and Family* 82: 272-299.

Reeves, Richard V. and Christopher Pulliam. 2020 (March 11). "Middle class marriage is declining, and likely deepening inequality." Brookings Institution. <https://www.brookings.edu/research/middle-class-marriage-is-declining-and-likely-deepening-inequality/>

*\*\*Post 2 discussion Qs about Edin & Kefalas book on Canvas by 5pm on Monday, Nov. 2<sup>nd</sup>.*

**Tuesday, Nov. 3<sup>rd</sup>: Election Day \*\*NO CLASS\*\* (Please vote, and encourage others to vote!)**

**Thursday, Nov. 5<sup>th</sup>: Family Formation among Disadvantaged Women \*\*MEET ONLINE\*\***

Discuss book in class: Edin, Kathryn and Maria Kefalas. 2011. *Promises I Can Keep: Why Poor Women Put Motherhood before Marriage*.

## **Section V: Inequality across Key Sociodemographic Groups**

### **Tuesday, Nov. 10<sup>th</sup>: Race/Ethnicity \*\*MEET IN PERSON\*\***

*\*\*Quiz #3 in class*

Burton, Linda M., Marybeth Mattingly, Juan Pedroza and Whitney Welsh. 2017. State of the Union: Poverty. The Stanford Center on Poverty and Inequality.

[https://inequality.stanford.edu/sites/default/files/Pathways\\_SOTU\\_2017\\_poverty.pdf](https://inequality.stanford.edu/sites/default/files/Pathways_SOTU_2017_poverty.pdf)

Martin, Courtney E. 2019 “Closing the Racial Wealth Gap,” *New York Times*, April 23.

<https://www.nytimes.com/2019/04/23/opinion/closing-the-racial-wealth-gap.html>

Shapiro, Thomas, Tatjana Meschede and Sam Osoro. 2013. “The Roots of the Widening Racial Wealth Gap: Explaining the Black-White Economic Divide.” Research and Policy Brief:

<https://heller.brandeis.edu/iasp/pdfs/racial-wealth-equity/racial-wealth-gap/roots-widening-racial-wealth-gap.pdf>

Washington Center for Economic Growth. 2020 (January 20). “Persistent economic gaps frustrate the dream of racial economic equality in the United States.” <https://equitablegrowth.org/persistent-economic-gaps-frustrate-the-dream-of-racial-economic-equality-in-the-united-states/>

### **Thursday, Nov. 12<sup>th</sup>: Gender and Sexual Minorities \*\*MEET ONLINE\*\***

Badgett, M.V. Lee, Soon Kyu Choi, and Bianca D.M. Wilson. 2019. “LGBT Poverty in the United States: A Study of Differences between Sexual Orientation and Gender Identity Groups.” UCLA School of Law Williams Institute.

<https://williamsinstitute.law.ucla.edu/wp-content/uploads/National-LGBT-Poverty-Oct-2019.pdf>

Ortiz-Ospina, Esteban and Max Roser. 2019. “Economic Inequality by Gender.”

<https://ourworldindata.org/economic-inequality-by-gender>

### **Tuesday, Nov. 17<sup>th</sup>: Immigration \*\*MEET IN PERSON\*\***

Budiman, Abby. 2020 (August 20). “Key Findings about U.S. Immigrants.” Pew Research Center.

<https://www.pewresearch.org/fact-tank/2020/08/20/key-findings-about-u-s-immigrants/>

Chandler, Michael Alison. 2017 (October 24). “Children of immigrants experience more poverty, academic failure, report finds.” *Washington Post*.

[https://www.washingtonpost.com/local/social-issues/children-of-immigrants-experience-more-poverty-academic-failure/2017/10/24/5909aab2-b821-11e7-be94-fabb0f1e9ffb\\_story.html](https://www.washingtonpost.com/local/social-issues/children-of-immigrants-experience-more-poverty-academic-failure/2017/10/24/5909aab2-b821-11e7-be94-fabb0f1e9ffb_story.html)

Peri, Giovanni. *Immigrant Workers, Native Poverty and Labor Market Competition*. Policy Brief Vol 1, Number 3. Center for Poverty Research, University of California-Davis.

[https://poverty.ucdavis.edu/sites/main/files/file-attachments/policy\\_brief\\_peri\\_immigration\\_0.pdf](https://poverty.ucdavis.edu/sites/main/files/file-attachments/policy_brief_peri_immigration_0.pdf)

## Section VI: Health and Inequality

**Thursday, Nov. 19<sup>th</sup>: Health and Mortality \*\*MEET ONLINE\*\***

*\*\*Quiz #4 in class*

Case, Anne and Angus Deaton. 2017. "Mortality and Morbidity in the 21<sup>st</sup> Century." Brookings Papers on Economic Activity. <https://www.brookings.edu/wp-content/uploads/2017/08/casetextsp17bpea.pdf>

Link Bruce G. and Jo Phelan. 1995. "Social Conditions as Fundamental Causes of Disease." *Journal of Health and Social Behavior* (Extra issue): 80-94.

Johnson, Rucker J. 2017. State of the Union: Health. The Stanford Center on Poverty and Inequality. [https://inequality.stanford.edu/sites/default/files/Pathways\\_SOTU\\_2017\\_health.pdf](https://inequality.stanford.edu/sites/default/files/Pathways_SOTU_2017_health.pdf)

*In class: Watch PBS Documentary "Unnatural Causes... Is Inequality Making Us Sick?" (Part 1, 'In Sickness and In Wealth'), 2008 (56 mins.) plus discussion*

**Tuesday, Nov. 24<sup>th</sup>: COVID-19 \*\*MEET IN PERSON\*\***

*\*\*Short paper due by 5pm on Canvas.*

Long, Heather, Andrew Van Dam, Alyssa Flowers and Leslie Shapiro. 2020 (Sept. 30). "The covid-19 recession is the most unequal in modern U.S. history." *Washington Post*. <https://www.washingtonpost.com/graphics/2020/business/coronavirus-recession-equality/> (Use link if you can with interactive graphics – but have also posted copy on Canvas.)

Watch video (on your own): Philip Cohen. 2020 (September 21). "The COVID-19 Economic Crisis Is Increasing Every Kind of Inequality." <https://familyinequality.wordpress.com/2020/09/21/the-covid-19-economic-crisis-is-increasing-every-kind-of-inequality-video/>

**Thurs., Nov. 26<sup>th</sup>: Thanksgiving! \*\*NO CLASS\*\***

**Tuesday, Dec. 1<sup>st</sup>: Crime and Incarceration \*\*MEET ONLINE\*\***

Pager, Devah. 2004. "The Mark of a Criminal Record." Institute for Research on Poverty *Focus*. <http://www.irp.wisc.edu/publications/focus/pdfs/foc232i.pdf>

Pettit, Becky and Bryan Sykes. 2017. State of the Union: Incarceration. The Stanford Center on Poverty and Inequality. [https://inequality.stanford.edu/sites/default/files/Pathways\\_SOTU\\_2017\\_incarceration.pdf](https://inequality.stanford.edu/sites/default/files/Pathways_SOTU_2017_incarceration.pdf)

Wakefield, Sarah & Wildeman, Christopher. 2014. Children of Imprisoned Parents and the Future of Inequality in the United States. Scholars Strategy Network.  
[https://www.scholarsstrategynetwork.org/sites/default/files/ssn\\_key\\_findings\\_wakefield\\_and\\_wilde\\_man\\_on\\_children\\_of\\_the\\_prison\\_boom.pdf](https://www.scholarsstrategynetwork.org/sites/default/files/ssn_key_findings_wakefield_and_wilde_man_on_children_of_the_prison_boom.pdf)

*\*\*Post 2 discussion Qs about Western. book on Canvas by 5pm on Tuesday, Dec. 1<sup>st</sup>.*

**Thursday, Dec. 3<sup>rd</sup>: Life after Prison \*\*MEET ONLINE\*\***

Discuss book in class: Western, Bruce. 2018. *Homeward: Life in the Year after Prison.*

**Tuesday, Dec. 8<sup>th</sup>: Bringing It All Together \*\*MEET ONLINE\*\***

Discussion and brief exam review.

**Thursday, Dec. 10<sup>th</sup>: \*\*Exam 2 – ONLINE\*\***

Revised: October 6, 2020