

PUBPOL 495: POVERTY, INEQUALITY AND PUBLIC POLICY - WINTER 2023

Monday and Wednesday 10:00am – 11:20am

Instructor: Prof. Natasha Pilkauskas
Office: 5219 Weill Hall
Email: npilkaus@umich.edu
Student Office hours: Mondays 11:40am-12:40pm and Wednesdays 2:45-3:45pm. Sign up for 15 min. meetings [here](#).

Course Requirements:	%	Due date
Class participation/discussion posts:	15	Ongoing
Policy Memo turned in in parts:		
• Policy topic and problem statement	10	1/25/23
• <i>Peer review - background, policy, evidence</i>	-	2/8/23
• Background, policy description, research evidence	15	2/15/23
• <i>Peer review – policy analysis</i>	-	3/15/23
• Policy analysis	15	3/20/23
• Final full memo	20	4/17/23
Ethnography assignment:		
• Book selection due	-	1/18/23
• Written assignment	10	Due with presentation
• In class presentations	15	3/15; 3/27; 4/5
	<hr/>	
	100	

Course Description

This is a course dedicated to an in-depth study of poverty and to a lesser extent inequality in the United States. In particular, we will examine how poverty and inequality are measured, consider the underlying causes of poverty/inequality, consequences of poverty/inequality and then consider how our views of these causes shape public policy. We will examine theories of the culture of poverty, social stratification and discrimination, concentrated poverty and the underclass to consider how these ideas shape and frame current policies. This course will provide an overview on the major poverty related policies in the U.S.

The aim of this course is for students to come away with an understanding of recent trends in poverty, and thinking about poverty, how that thinking influences policy making.

Modules: The course is organized in Canvas around modules! CHECK THE MODULES! Occasionally readings or organization will change from syllabus, modules will be up to date.

Readings: I will post readings for each class on Canvas. Students are expected to do the assigned readings for each class period. Class discussions will often be based on the readings.

Assignments: All assignment information and due dates are posted on Canvas. Late work needs to be negotiated *before* the assignment is due (just like you would do on a job). Professor Pilkauskas is willing to negotiate a new deadline with you if you have a reasonable reason for needing an extension. Assignments that are turned in late without prior discussion or approval will be docked one grade step (A to A-) for every day they are late.

Class Participation and Attendance:

- Class and discussion participation is 15% of the course grade.
 - Attendance will be taken each class.
 - Class participation also involves asking questions, answering questions, sharing experiences or insights, or even challenging comments made by the professor or other classmates during the class. All students are expected to make productive contributions to class discussions
 - Class participation will also include **posting discussion posts** before class.
 - There are many ways to earn discussion points; this should not be anxiety provoking but rather a key element to engaging in the class.
 - Because much of this class will be based on discussion, it is important that we create an open environment for discussion. This means being an active and engaged listener, offering insights, critiquing class content or viewpoints, and asking questions. It also means being respectful of others viewpoints and encouraging a diversity of views.
 - You can miss up to 2 classes (unexcused) without taking any points from your participation grade. If you know you will have to miss a class you should email me before class so that you are excused – if you are excused you do not miss the participation point.
 - Class will be recorded – this does not mean you are excused from coming to class. Recordings are available so you can stay home if you are sick. You must email me to let me know if you are sick to ensure you are excused from class to ensure your attendance point. You can make up in-class discussion points by posting online on Canvas.
-

Ford School Inclusivity Statement: Members of the Ford School community represent a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- Share their unique experiences, values and beliefs
- Be open to the views of others
- Honor the uniqueness of their colleagues
- Appreciate the opportunity that we have to learn from each other in this community
- Value one another's opinions and communicate in a respectful manner
- Keep confidential discussions that the community has of a personal (or professional) nature

- Use this opportunity together to discuss ways in which we can create an inclusive environment in Ford classes and across the UM community
-

Accommodations for Students with Disabilities: If you believe you need an accommodation for a disability, please reach out to U-M [Services for Students with Disabilities \(SSD\)](#) office to help determine appropriate academic accommodations and how to communicate about your accommodations with your professors. Any information you provide will be treated as private and confidential.

Student Mental Health and Wellbeing: The University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, both those relating to the pandemic and other issues such as strained relationships, increased anxiety, alcohol/drug problems, and depression, can directly impact students' academic performance and overall wellbeing. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available.

You may access counselors and urgent services at [Counseling and Psychological Services \(CAPS\)](#) and/or [University Health Service \(UHS\)](#). Students may also use the Crisis Text Line (text '4UMICH' to 741741) to be connected to a trained crisis volunteer. You can find additional resources both on and off campus through the [University Health Service](#) and through [CAPS](#).

Academic Integrity: The Ford School academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. We hold all members of our community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the Ford School promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty, plagiarism and misconduct. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Plagiarism involves representing the words, ideas, or work of others as one's own in writing or presentations, and failing to give full and proper credit to the original source. Conduct, without regard to motive, that violates the academic integrity and ethical standards will result in serious consequences and disciplinary action. The Ford School's policy of academic integrity can be found in the [MPP/MPA, BA](#), and [PhD Program](#) handbooks. Additional information regarding academic dishonesty, plagiarism and misconduct and their consequences is available at: <http://www.rackham.umich.edu/current-students/policies/academic-policies/section11#112>

Please review additional information and policies regarding academic expectations and resources at the Ford School of Public Policy at:
<https://intranet.fordschool.umich.edu/academic-expectations>

Use of Technology: Students should follow instructions from their instructor as to acceptable use of technology in the classroom, including laptops, in each course. All course materials (including slides, assignments, handouts, pre-recorded lectures or recordings of class) are to be considered confidential material and are not to be shared in full or part with anyone outside of the course participants. Likewise, your own personal recording (audio or video) of your classes or office hour sessions is allowed only with the express written permission of your instructor. If you wish to post course materials or photographs/videos of classmates or your instructor to third-party sites (e.g. social media), you must first have informed consent. ***Without explicit permission from the instructor and in some cases your classmates, the public distribution or posting of any photos, audio/video recordings or pre-recordings from class, discussion section or office hours, even if you have permission to record, is not allowed and could be considered academic misconduct.***

FYI: Maize & Blue Cupboard if you are on/near campus: “College students are experiencing food insecurity at alarming rates. The Maize and Blue Cupboard is here to provide an immediate and comprehensive response for the U-M community. We provide students with resources, educational opportunities, leadership development and compassionate support -- the tools they need to develop the skills to make informed decisions.” More information here: <https://mbc.studentlife.umich.edu/>

CLASS CALENDAR AND READINGS

SECTION 1: DEFINITION, TRENDS, BACKGROUND

1. 01/4/23 – Introductions, syllabus, expectations and assignments.

READ THE SYLLABUS. SERIOUSLY. READ IT.

NO CLASS TODAY. Watch the recorded lecture video instead.

Post any questions you have for me in the discussion section on canvas.

2. 01/09/23 – History of poverty policy in the U.S.,

- Iceland J. *Poverty in America, a Handbook*. Chapt 1 “Early views of poverty in America” (1-11).
 - Edin & Shaefer (2015). *\$2 a day – living on almost nothing in America*. Chapt 1 (1-33)
-

3. 01/11/23 – Values around poverty and features of social policy

- Ellwood, David (1988). Chapt 2: Values and the helping conundrum. In *Poor Support: Poverty in the American Family*. 30 pages
 - Esping Andersen, G. (1990). Welfare state regimes in Three Worlds of Welfare Capitalism p26-29. 3 pages
 - Woolsey, L. (2010). Culture, poverty and effective social policy. *ANNALS* 629 220-222. (2.5 pages).
-

01/16/23 – MLK day – no class

4. 01/18/23 – Measuring poverty

Book selection is due

- Haveman, 2009. “What does it mean to be poor in a rich society?” (6pgs)
<http://www.irp.wisc.edu/publications/focus/pdfs/foc262n.pdf>
- [Kochar, R. \(2015\). What it means to be poor by global standards. Pew Research. http://www.pewresearch.org/fact-tank/2015/07/22/what-it-means-to-be-poor-by-global-standards/ \(1.5 pages\)](http://www.pewresearch.org/fact-tank/2015/07/22/what-it-means-to-be-poor-by-global-standards/)

- Tirado, L. (2014). Why poor people stay poor”. <https://slate.com/human-interest/2014/12/linda-tirado-on-the-realities-of-living-in-bootstrap-america-daily-annoyances-for-most-people-are-catastrophic-for-poor-people.html> (2.5 pages)

Optional

- Johnson, D. & Smeeding, T.M. “A Consumer’s Guide to Interpreting Various U.S. Poverty Measures.” Fast Focus. No. 14-2012. Institute for Research on Poverty. (5pgs) <http://www.irp.wisc.edu/publications/fastfocus/pdfs/FF14-2012.pdf>
- Dhongde, S. & Haveman, R. (2016). “Multi-dimensional deprivation in the U.S.” *Social Indicators Research*. Just the abstract.

5. 01/23/23 – Trends and characteristics of those in poverty

Guest lecture from Liana Fox

- Rank, M. (2011). Rethinking American poverty, *Contexts*, Vol 10, pp 16-21 (4.5 pages)
- [Gunn, D. \(2017\). Why poverty is skyrocketing in the suburbs. Pacific Standard Magazine](https://psmag.com/economics/poverty-has-arrived-in-the-suburbs) <https://psmag.com/economics/poverty-has-arrived-in-the-suburbs> About Allard book (1.5 pages)
- [Akee, R. \(2019\). How does measuring poverty and welfare affect American Indian children? Brookings.](https://www.brookings.edu/blog/up-front/2019/03/12/how-does-measuring-poverty-and-welfare-affect-american-indian-children/) <https://www.brookings.edu/blog/up-front/2019/03/12/how-does-measuring-poverty-and-welfare-affect-american-indian-children/> (3.5 pages)
- [Burns, K., Fox, L. & Wilson, D. \(2022\). Expansions to the Child Tax Credit contributed to the 46% decline in child poverty since 2020.](https://www.census.gov/library/stories/2022/09/record-drop-in-child-poverty.html) <https://www.census.gov/library/stories/2022/09/record-drop-in-child-poverty.html> (short - a few pages)

SKIM/LOOK THROUGH FIGURES.

- Creamer, J., Shrider, E.A., Burns, K. & Chen, F (2022). Poverty in the United States: 2021. <https://www.census.gov/content/dam/Census/library/publications/2022/demo/p60-277.pdf>
- Schaefer, Mattingly, & Johnson (2016). Child poverty higher and more persistent in rural America. <http://scholars.unh.edu/cgi/viewcontent.cgi?article=1265&context=carsey>

6. 01/25/23 – Trends and measures of inequality

Memo topic due

- Stone, C., Trisi, D., Sherman, A., & Beltran, J. (2020) A guide to statistics on historical trends in income inequality. Center on Budget and Policy Priorities. Pages 1-15. <https://www.cbpp.org/research/poverty-and-inequality/a-guide-to-statistics-on-historical-trends-in-income-inequality> (ONLY READ THROUGH PAGE 15 – up to “poverty”).

- Yellen, J. (2016). Perspectives on inequality and opportunity from the survey of consumer finances. *Russell Sage Journal of the Social Sciences* 44-59.
<https://www.rsfjournal.org/content/rsfjss/2/2/44.full.pdf>

Optional:

- Bricker, J., Henriques, A., Krimmel, J. & Sabelhaus, J. (2016). Measuring income and wealth at the top using administrative and survey data. *Brookings papers on economic activity*. <http://www.brookings.edu/about/projects/bpea/papers/2016/bricker-et-al-income-wealth-top>
- Desilver, D. (2013). The many ways to measure economic inequality. *Pew Research Center*. <http://www.pewresearch.org/fact-tank/2015/09/22/the-many-ways-to-measure-economic-inequality/> (3 pages)
- Matthews, D. (2017). You're not imagining it: the rich really are hoarding economic growth. *Vox*. <https://www.vox.com/platform/amp/policy-and-politics/2017/8/8/16112368/piketty-saez-zucman-income-growth-inequality-stagnation-chart>

SECTION 2: CAUSES AND CONSEQUENCES OF POVERTY AND INEQUALITY AND LINKS TO POLICY

7. 01/30/23 – Culture of poverty / Flawed character

- Lewis, O. (1964). “The culture of poverty”. *Scientific American* (6 pages)
- Cohen, P. (2010). “Culture of poverty makes a comeback” *NY Times* <http://www.nytimes.com/2010/10/18/us/18poverty.html> (5 pages)
- Patterson, O. (2006). “A poverty of the mind” *NY Times* (5 pages) http://www.nytimes.com/2006/03/26/opinion/a-poverty-of-the-mind.html?_r=0
- Small, M. L., Harding, D. and Lamont, M. (2010). Introduction: Reconsidering culture and poverty. *ANNALS* 629 6-27. READ pages 6-13 (through what is culture). SKIM What is culture (13-20). No need to read pages 20-27.
- Sussner, N. & Williams, D. (2020) *Scholars of Poverty and Inequality Face Their Own Racial Reckoning* <https://www.thenation.com/article/society/poverty-racial-inequality/> (6 pages)

Optional

- Tough, P. (2007). “The class-consciousness raiser” *NY Times Magazine* (9 pages) <http://www.nytimes.com/2007/06/10/magazine/10payne-t.html>
- Confessore, N. (2012). “Tramps like them” *NY Times Sunday Book Review* (4 pages) <http://www.nytimes.com/2012/02/12/books/review/charles-murray-examines-the-white-working-class-in-coming-apart.html>
- Wilcox, B. (2012). “Values inequality” *The Wall Street Journal* (3 pages) <http://www.wsj.com/articles/SB10001424052970203806504577181750916067234>

- Lamont, M, and Small, M. L. (2010). Cultural diversity and anti-poverty policy. *International Social Science Journal* 1999

8. 02/01/23 – Poverty policy and our “flawed character” – WORK FIRST. TANF, EITC, work requirements and the working poor.

- Cooper, D. (2016). EPI Briefing Paper – Balancing paychecks and public assistance <http://www.epi.org/files/2015/balancing-paychecks-and-public-assistance.pdf> **Just the introduction and key findings** (2pages – rest is worth a quick skim if you have time.)
- Hahn, H. et al. (2017). Why does cash welfare depend on where you live? Research report Urban Institute. <https://www.urban.org/research/publication/why-does-cash-welfare-depend-where-you-live> (2 pages).
- Micheltore, K. & Pilkauskas, N. (2020). Tots and Teens: How Does Child’s Age Influence Maternal Labor Supply and Child Care Response to the Earned Income Tax Credit? **Just read the introduction and background on the EITC** (895-899).
- [Hoynes, H., Schanzenbach, D. & Almond, D. \(2016\). Long-run impacts of childhood access to the safety net. *American Economic Review*. **Read the abstract and introduction pages 903-906** \(3 pages\).](#)

Optional:

- Schanzenbach, D. (2013). Strengthening SNAP for a More Food-Secure, Healthy America https://www.hamiltonproject.org/assets/legacy/files/downloads_and_links/THP_SchDisc_Paper_pages_Final.pdf
- Bitler, M & Hoynes, H. (2016) Strengthening Temporary Assistance for Needy Families. https://www.hamiltonproject.org/assets/files/bitler_hoynes_strengthening_tanf.pdf
- Yarmuth, J. (2018) Opportunities to improve the Earned Income Tax Credit, Committee on the budget. https://budget.house.gov/sites/democrats.budget.house.gov/files/documents/EITC_improvements_0.pdf
- Seefeldt, K. (2017). How welfare’s work requirements can deepened and prolong poverty. (2.5 pages) http://www.huffingtonpost.com/entry/how-welfares-work-requirements-can-deepen-and-prolong_us_59837487e4b00833d1de2677

If you need primers on TANF/EITC/SNAP

- Intro to TANF <http://www.cbpp.org/research/policy-basics-an-introduction-to-tanf>
- Intro to EITC: <https://www.cbpp.org/research/federal-tax/policy-basics-the-earned-income-tax-credit>
- Intro to SNAP: <http://www.cbpp.org/research/policy-basics-introduction-to-the-supplemental-nutrition-assistance-program-snap>

9. 02/06/23 – Social Stratification: Race and Discrimination

- Hirschman, D. (2020) Levels of racism: individual, organizational, institutional and systemic. Blog - <https://scatter.wordpress.com/2020/06/22/levels-of-racism-individual-organizational-institutional-and-systemic/> (6 pages)
- Braveman, P., Arkin, E., Proctor, D., Kath, T. & Holm, N. (2022). Systemic and structural racism: definitions, examples, health damages and approaches to dismantling. *Health Affairs* 41, 2 171-178. SKIM THIS ONE (7 pages).
- Pager, D. & Shepherd, H. (2008) “The sociology of discrimination: racial discrimination in employment, housing, credit and consumer markets.” *Annual Review of Sociology*, 34: 181-209. (19 pages)
- Ray, V., Herd, P., Moynihan, D. (2022). Racialized Burdens: Applying racialized organization theory to the administrative state, *Journal of Public Administration Research and Theory*. Read pages 1-4 (till “domains of racialized burdens”) and 7-9 section on “social rights: racialized burdens in the safety net”) – total of about 7 pages
- Rodgers, W. (2019). Race in the Labor Market: The Role of Equal Employment Opportunity and Other Policies.” *The Russell Sage Foundation Journal of the Social Sciences* 5(5): 198–220. SKIM THIS ONE (20 pages).

Optional:

- Anderson, E. (1994) Code of the Streets
<https://www.theatlantic.com/past/docs/politics/race/streets.htm>
- Alesina, A., Ferroni, M.F., Stantcheva, S. (2021). Perceptions of racial gaps, their causes and wages to reduce them.
- Baker, R. S. (2022). The historical racial regime and racial inequality in poverty in the American south. *American Journal of Sociology*, 127(6), 1721-1781.
- Wilson, W.J. (2009). “More than Just Race: Being Black and Poor in the Inner City.” Norton & Company, New York. Chapter 1 – structural and cultural forces that contribute to racial inequality. P 1-24. (24 pages)

10. 02/08/23 – Reparations.

Peer review of background section of memo in class, most of class will be independent – there are videos and podcasts instead.

- Take the implicit bias test – do the one on race. You do not need to share your results but it is worth reflecting upon. If you have done this before take the one on weight.
<https://implicit.harvard.edu/implicit/takeatest.html>
- Listen to the Freakonomics podcast (40 minutes):
<https://freakonomics.com/podcast/reparations-part-2/>
- Coates, T, 2014. The case for reparations. *The Atlantic*.
<https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
 - You can listen to this instead of reading (while you cook dinner! Or do a puzzle! Or exercise/take a walk!) it's 1.5 hours.

11. 02/13/23 –Race “conscious” policies

- Smith, N. (2019). One way to make reparations work. Bloomberg.
<https://www.bloomberg.com/opinion/articles/2019-03-14/one-way-to-make-reparations-work>
 - Zewde, N. (2020). Universal Baby Bonds Reduce Black-White Wealth Inequality, Progressively Raise Net Worth of all Young Adults. *The Review of Black Political Economy*, 47(1), 3-19.
 - Darity, W., Hamilton, D., Paul, M., Aja, A., Price, A. Moore, A., Chiopris, C. (2018) What we get wrong about closing the racial wealth gap
https://socialequity.duke.edu/sites/socialequity.duke.edu/files/site-images/FINAL%20COMPLETE%20REPORT_.pdf
-

12. 02/15/23 – Concentration of poverty – Urban underclass, segregation, neighborhoods, racial segregation vs. income segregation.

Background section of memo due

- Massey, D. & Denton, N. (1993) “American apartheid, segregation and the making of the underclass.” In Grusky, & Szelenyi, *The Inequality Reader*. p. 170-181. (9 pages)
- Wilson, W.J. (1999). “Jobless poverty, a new form of social dislocation in the inner-city ghetto.” In Grusky, & Szelenyi, *The Inequality Reader*. p. 159-169. (10 pages)
- Faber, J. (2020). “We build this: Consequences of New Deal era intervention in America’s racial geography. *American Sociological Review*, 739-775. **JUST THE ABSTRACT.**
- Pattillo, M. (2014). The problem of integration. (2 pages).
<http://furmancenter.org/research/iri/essay/the-problem-of-integration>
- Ifil, S. (2014). Focus on the costs of segregation for all. (2 pages)
<http://furmancenter.org/research/iri/essay/focus-on-the-costs-of-segregation-for-all>
- Sharkey, P. (2014) (2 pages) Making our assumptions about integration explicit.
<http://furmancenter.org/research/iri/essay/making-our-assumptions-about-integration-explicit>
- Johnson, R. (2014) In search of integration beyond black and white (3.5 pages)
<http://furmancenter.org/research/iri/essay/in-search-of-integration-beyond-black-white>
- Wilson, W.J. (2009). “More than Just Race: Being Black and Poor in the Inner City.” Norton & Company, New York. **Chapter 2 – the forces shaping concentrated poverty** pp. 25-61. READ 25-42 – feel free to skim the rest.

Optional

- Sharkey, P. (2009). “Neighborhoods and the Black-White mobility gap.”
http://www.pewtrusts.org/~media/legacy/uploadedfiles/wwwpewtrustsorg/reports/economic_mobility/pewsharkeyv12pdf.pdf

13. 02/20/23 – Housing policies

- [Collinson, R. Gould Ellen, I. and Ludwig, J. \(2019\). Reforming housing assistance. ANNALS, AAPSS, 686. \(30 pages\).](#)
- [Badger, E. \(2016\). “The basic reason why there just isn’t enough decent housing for the poor” Washington Post Wonkblog \(2 pages\).
\[https://www.washingtonpost.com/news/wonk/wp/2016/07/26/the-basic-reason-why-there-just-isnt-enough-decent-housing-for-the-poor/?tid=sm_tw\]\(https://www.washingtonpost.com/news/wonk/wp/2016/07/26/the-basic-reason-why-there-just-isnt-enough-decent-housing-for-the-poor/?tid=sm_tw\)](#)
- [Bergman et al. \(2019\). Creating moves to opportunity: experimental evidence on barriers to neighborhood choice. \[https://opportunityinsights.org/wp-content/uploads/2019/08/cmt0_summary.pdf\]\(https://opportunityinsights.org/wp-content/uploads/2019/08/cmt0_summary.pdf\) \(6 pages\)](#)

Optional:

- [Desmond \(2016\). “The eviction economy.” NYTimes \(5 pages\)
<http://www.nytimes.com/2016/03/06/opinion/sunday/the-eviction-economy.html>](#)
- [Hughes, C. \(2020\) A house but not a home: How surveillance in subsidized housing exacerbates poverty and reinforces marginalization. *Social Forces*.](#)
- [Diamond, R \(2018\). What does economic evidence tell us about the effects of rent control? <https://www.brookings.edu/research/what-does-economic-evidence-tell-us-about-the-effects-of-rent-control/>](#)
- [Aaronson, D., Faber, J., Hartley, D., Mazumder, B., & Sharkey P. \(2021\). The long-run effects of the 1930s HOLD “redlining” maps on place-based measures of economic opportunity and socioeconomic success. *Regional Science and Urban Economics*, 86](#)

14. 02/22/23 – Family structure as a cause of poverty

- [Moynihan Report \(1965\). “The negro family the case for national action.” \(50 pages\)
<https://web.stanford.edu/~mrosenfe/Moynihan's%20The%20Negro%20Family.pdf>](#)
- [Edin, K. & Kefalas, M. \(2005\). “Unmarried with children”, *Contexts*, 16-22. \(7 pages\)](#)
- [Sussner, N. \(2020\) What comes after the nuclear family?
<https://www.thenation.com/article/society/nuclear-family-progressive-critique/> \(5 pages\)](#)

Optional

- [Ribar, D. \(2015\) “Why marriage matters for child wellbeing.” *Future of Children*, 25, 2 p11-23. <http://www.futureofchildren.org/publications/docs/WhyMarriageMatters.pdf>](#)
 - [Coontz, S. \(2002\). “Marriage, Poverty and Public Policy”, *The American Prospect*,
<http://prospect.org/article/marriage-poverty-and-public-policy> \(12 pages\)](#)
-

15. 03/06/23 – Family Structure and Policy

- Parolin, Z. (2019). Welfare money is paying for a lot of things besides welfare. Instead of giving cash assistance to poor families, states are widening the racial divide. <https://www.theatlantic.com/ideas/archive/2019/06/through-welfare-states-are-widening-racial-divide/591559/> (less than 4 pages)
- Haskins, R. (2015). The family is here to stay – or not. *Future of Children*, 25, 2. SKIM first part – read from “What to do: Government policy” (about 15 pages).
- SKIM: Baker, R. (2015). The changing association among marriage, work and child poverty in the United States, 1974-2010. (about 10 pages).

Optional

- Schneider, D. (2015). “Lessons Learned from Non-Marriage Experiments.” *Future of Children*, 25, 2, 155-174. <http://futureofchildren.org/futureofchildren/publications/docs/lessonlearned.pdf>
- Interesting websites to poke around:
 - <https://familystoryproject.org/research/>
 - <https://ifstudies.org/>

16. 03/08/23 - Economics: Jobs, Labor Markets, Wages, Unions

- Autor, D. (2010). “The polarization of job opportunities in the U.S. labor market.” **Introduction and Summary Only (1-7)** <http://economics.mit.edu/files/5554> (6 pages)
- Fishman, Bloom & Elkin (2020). Employment and training programs serving low-income populations: next steps for research. https://www.mdrc.org/sites/default/files/nextstepsforresearchetprog_508.pdf Start on page 7 -19 (stop at potential topics for future research) (12 pages)
- Weissmann, J. (2013). Should we raise the minimum wage? (7 pages) <http://www.theatlantic.com/business/archive/2013/12/should-we-raise-the-minimum-wage-11-questions-and-answers/282326/>
 - Pro: Scott, R. [Raising the minimum wage: good for workers, businesses and the economy.](https://edlabor.house.gov/imo/media/doc/FactSheet-RaisingTheMinimumWageIsGoodForWorkers,Businesses,andTheEconomy-FINAL.pdf) <https://edlabor.house.gov/imo/media/doc/FactSheet-RaisingTheMinimumWageIsGoodForWorkers,Businesses,andTheEconomy-FINAL.pdf> (2 pages)
 - Con: Cato institute. [Four reasons not to raise the minimum wage.](https://www.cato.org/sites/cato.org/files/four%20reasons%20not%20to%20raise%20the%20minimum%20wage.pdf) <https://www.cato.org/sites/cato.org/files/four reasons not to raise the minimum wage.pdf> (1 page)
- Brady, D., Baker, R. & Finnigan, R. (2013). “When unionization disappears: State-level unionization and working poverty in the United States”. *American Sociological Review*, 78, 5, 872-896. (21 pages).

17. 03/13/23 – Intergenerational Mobility and Education

Guest lecture from Jane Furey

- Readings TBD
-

18. 03/15/23 – Qualitative Book Presentations

Peer review in class of policy analysis section!

SECTION 3: CHILDREN & NEW DIRECTIONS

19. 03/20/23 – Poverty and Children 1**Policy analysis section due**

- [Duncan, G., Magnuson, K. & Votruba-Drzal, E. \(2017\). Moving beyond correlations in assessing the consequences of poverty. *Annual Review of Psychology*, 68, 413-34. \(18 pages\).](#)
- [Parolin, Z \(2020\). Share of children with unemployed parents reach historic highs during the COVID 19 Pandemic. *Poverty and Social Policy Brief. SKIM \(About 10 pages\).*](#)

Optional:

- Boo, K. (2006). Swamp Nurse – on nurse home visiting: <http://www.newyorker.com/magazine/2006/02/06/swamp-nurse> (12 DENSE pages)
 - Currie, J. (1997). “Choosing among alternative programs for poor children”. *Future of Children*, 7, 2. (14 pages)
-

20. 03/22/23 – Poverty and Children 2

- Pilkauskas, N.V., Michelmore, K. & Shaefer L.H. (2022) The effects of income on the wellbeing of families with low incomes: evidence from the 2021 expanded child tax credit – Poverty Solutions Research Brief <https://sites.fordschool.umich.edu/poverty2021/files/2022/09/PovertySolutions-Child-Tax-Credit-and-Economic-Well-being-policy-brief-92722.pdf>
 - If you are interested the full paper is available on NBER: https://www.nber.org/system/files/working_papers/w30533/w30533.pdf
- Garfinkel, I., Sariscsany, L., Ananat, E., Collyer, S., and Wimer, C. (2021) The costs and benefits of a child allowance. Poverty and social policy brief. <https://static1.squarespace.com/static/5743308460b5e922a25a6dc7/t/602ec9c7ddd01cd29430e1/1613679049611/Child-Allowance-CBA-brief-CPSP-2021.pdf> (3 pages)
- Winship, S. (2021). The conservative case against child allowances. American Enterprise Institute. [Winship The-conservative-case-against-child-allowances.pdf](#) (16 pages)

- Rachidi, A. (2021). Why a fully refundable CTC is the wrong policy for working families. American Enterprise Institute [Rachidi Why a fully refundable CTC is the wrong policy for working families American Enterprise Institute - AEI.pdf](#) (4 pages)
- Hammond, S. & Orr, R. (2021) The conservative case for a child allowance. Niskanen Center. <https://www.niskanencenter.org/wp-content/uploads/2021/02/The-Conservative-Case-for-a-Child-Allowance.pdf> (23 pages)

Optional:

- [Matthews, D. \(2019\). Democrats have united around a plan to dramatically cut child poverty https://www.vox.com/future-perfect/2019/3/6/18249290/child-poverty-american-family-act-sherrod-brown-michael-bennet](#) (about 11 pages with big figures).
- Hoynes, H., Moffit, R. & Smeeding, T. (2019). Policy approaches to reducing poverty and deep poverty among children. (review of NAS roadmap to reduce child poverty <https://www.nap.edu/resource/25246/Child%20Poverty.pdf>) <https://www.irp.wisc.edu/wp/wp-content/uploads/2019/09/Focus-35-2c.pdf> (8 pages)
- Children’s Defense Fund. End child poverty now <https://www.childrensdefense.org/wp-content/uploads/2019/04/Ending-Child-Poverty-2019.pdf> (just read chapter 2 – 9 pages)
- Whitehurst, G. (2016). “Family support or school readiness? Contrasting models of public spending on children’s early care and learning. *Brookings Economic Studies*. <https://www.brookings.edu/wp-content/uploads/2016/07/Family-support3.pdf>
- Eckrich Sommer, T., T. J. Sabol, E. Chor, W. Schneider, P. L. Chase-Lansdale, J. Brooks-Gunn, M. L. Small, C. King, & H. Yoshikawa. 2018. “A Two-Generation Human Capital Approach to Anti-poverty Policy.” *RSF: Russell Sage Journal of the Social Sciences* 4(3): 118-43. [Eckrich et al. 2018 2 gen human capital approaches RSF.pdf](#)

21. 03/27/23 – Qualitative Book Presentations

22. 03/29/23 – Universal Basic Income

Class is cancelled today, there are multiple long podcasts to listen to

- Piper, K. (2019). The important questions about universal basic income haven’t been answered yet. <https://www.vox.com/future-perfect/2019/2/13/18220838/universal-basic-income-ubi-nber-study> (5 pages)
- Samuel, S. (2019). Finland gave people free money. It didn’t help them get jobs – but does that matter? <https://www.vox.com/future-perfect/2019/2/9/18217566/finland-basic-income> (3 pages)
- Kearny, M & Mogstand, M. (2019) Universal basic income as a policy response to current challenges. https://bfi.uchicago.edu/wp-content/uploads/UBI-ESG-Memo-082319_final.pdf (15 pages)

Optional – most of this is discussed in Piper and in the podcast.

- Hoynes, H & Rothstein, J. (2018) Universal Basic Income in the US and Advanced Countries <https://gspp.berkeley.edu/assets/uploads/research/pdf/Hoynes-Rothstein-UBI-081518.pdf> (35 pages)
-

23. 04/03/23 – Unconditional Cash Transfers/ UBI part 2

- Matthews, D. (2022). When cash giving doesn't work. <https://www.vox.com/future-perfect/2022/7/9/23200337/cash-transfer-study-us-covid> (5 pages).
- Shaefer, H.L., Jacob, B.A., Pilkauskas, N.V, Rhodes, E. & Richard, K. (2022). The COVID cash transfer studies: Key findings and future directions. (6 pages) <https://sites.fordschool.umich.edu/poverty2021/files/2022/06/PovertySolutions-Cash-Transfers-PolicyBrief-r3.pdf>

Optional:

- Pilkauskas, N., Jacob, B., Rhodes, E., Richard, K., & Shaefer, H. L. (2022). The covid cash transfer study: The impacts of an unconditional cash transfer on the wellbeing of low-income families. https://sites.fordschool.umich.edu/poverty2021/files/2022/06/Pilkauskas_et_al_RCT1_May2022.pdf
 - Troller-Renfree, S.V., Costanzo, M.A., Duncan, G.J., Magnuson, K.A., Gennetian, L.A., Yoshikawa, H., Fox, N.A., Halpern-Meekin, S, and Noble, K.G. (2022). The impact of a poverty reduction intervention on infant brain activity. Proceedings of the National Academies of Sciences. doi:[10.1073/pnas.2115649119](https://doi.org/10.1073/pnas.2115649119) [PDF]
 - Yoo, P.Y., Duncan, G.J., Magnuson, K., Fox, N. A., Yoshikawa, H., Halpern-Meekin, S., & Noble, K.N. (2022). Unconditional cash transfers and maternal substance use: findings from a randomized control trial of low-income mothers with infants in the U.S. BMC Public Health. doi: [10.1186/s12889-022-12989-1](https://doi.org/10.1186/s12889-022-12989-1) [PDF]
 - Gennetian, Lisa A. and Duncan, Greg and Fox, Nathan and Magnuson, Katherine and Halpern-Meekin, Sarah and Noble, Kimberly and Yoshikawa, Hirokazu, Unconditional Cash and Family Investments in Infants: Evidence from a Large-Scale Cash Transfer Experiment in the U.S (August 2022). NBER Working Paper No. w30379, Available at SSRN: <https://ssrn.com/abstract=4203053> [PDF]
-

24. 04/05/23 – Qualitative Book Presentations

25. 04/10/23 – Other policy changes/way forward?

- Collyer, S., Wimer, C., Curran, M., Friedman, K., Harley, R, Harris, D. & Hinton, A. (2020). Housing vouchers and tax credits. Poverty and social policy brief. <https://static1.squarespace.com/static/5743308460b5e922a25a6dc7/t/5f7dd00e12dfe51e1>

[69a7e83/1602080783936/Housing-Vouchers-Proposal-Poverty-Impacts-CPSP-2020.pdf](https://blogs.worldbank.org/developmenttalk/69a7e83/1602080783936/Housing-Vouchers-Proposal-Poverty-Impacts-CPSP-2020.pdf)
(about 6 pages).

- Ozler, B. (2020). How should we design cash transfer programs? <https://blogs.worldbank.org/developmenttalk/how-should-we-design-cash-transfer-programs> (3.5 pages)
- Hartley, R. & Garfinkel, I. 2020. Comparing recent income maintenance proposals. *Poverty and social policy brief*, 4, 2. (6 pages).
- Paul, M. W. Darity Jr., D. Hamilton, & K. Zaw. 2018. “A Path to Ending Poverty by Way of Ending Unemployment: A Federal Job Guarantee.” *RSF: Russell Sage Journal of the Social Sciences* 4(3): 44-63. (17 pages).
- Christopher Wimer, Sophie Collyer, Sara Kimberlin (2018) Assessing the Potential Impacts of Innovative New Policy Proposals on Poverty in the United States. *RSF: The Russell Sage Foundation Journal of the Social Sciences* 4 (3) 167-183 (16 pages).
- SKIM: Powell, J., S. Menendian, & W. Ake. 2019. “Targeted Universalism: Policy & Practice.” <https://escholarship.org/uc/item/9sm8b0q8> (37 pages).

Optional

- J-PAL (2020). Using cash transfers to improve child health in low- and middle-income countries. <https://www.povertyactionlab.org/policy-insight/using-cash-transfers-improve-child-health-low-and-middle-income-countries> (5 pages)
- Paul, M., Darity, W. & Hamilton, D. (2018). An economic bill of rights for the 21st century. <https://prospect.org/article/economic-bill-rights-21st-century>

26. 04/12/22 – More on the EITC

Guest lecture from Kathy Michelmore in undergrad class. Watch recording of her lecture.

- Readings TBD

Optional

- Pilkauskas, N. (2019). This tax credit wasn't meant to help with housing, but that's exactly what it's doing. <https://theconversation.com/this-tax-credit-wasnt-meant-to-help-with-housing-but-thats-exactly-what-its-doing-120050>

27. 04/17/23 – Did the war on poverty work? Wrap up

Final paper due TODAY

No additional readings for today

Optional

- Winship, S. (2016). “Poverty after welfare reform”. Manhattan Institute. <https://www.manhattan-institute.org/html/poverty-after-welfare-reform.html> **Read exec summary.** (2 pages)
- Lowrey, A. (2014). “50 years later, war on poverty is a mixed bag.” NYTimes <http://www.nytimes.com/2014/01/05/business/50-years-later-war-on-poverty-is-a-mixed-bag.html> (4 pages)
- Rector, R. & Sheffield R. (2011). “Understanding poverty in the United States: Surprising facts about America’s poor.” *Heritage Foundation*. <http://www.heritage.org/research/reports/2011/09/understanding-poverty-in-the-united-states-surprising-facts-about-americas-poor> **JUST READ THE FIRST 2 PAGES**
- **SKIM:** Boteach, Stegman, Baron, Ross & Wright (2014). “The war on poverty: Then and Now”. Center for American Progress. <https://www.americanprogress.org/wp-content/uploads/2014/01/PovertyAnniversary.pdf> (32 pages)
- Aber, Butler, Danziger, Ellwood, Gueron, Haidt, Haskins, Holzer, Hymowitz, Mead, Mincy, Reeves, Strain & Waldfogel, (2015). Opportunity, responsibility and security: a consensus plan for reducing poverty and restoring the American dream. AEI/ Brookings Working Group on Poverty and Opportunity. <http://www.brookings.edu/~media/research/files/reports/2015/12/aei-brookings-poverty-report/full-report.pdf>