

University of Wisconsin-Madison

Sociology 496: Poverty, Inequality and Social Policy Spring 2019

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Section 1: Tuesday, Thursday 9:30-10:45am
Room: Mechanical Engineering 1153
Office hours: Tuesday 11am-12pm, or by
appointment (send 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-Meehin, 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 five 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 five in-class, short-answer quizzes on the material. These quizzes will be given during the first 15 minutes of class (and include the readings assigned for that day). The quizzes will be held on January 31, February 14, February 28, March 28 and April 23. I will drop your lowest grade and count your four highest quiz grades toward your final grade ($4 \times 5\% = 20\%$).
2. Exams. There will be two in-class exams held during regular class sessions on Thursday, March 7th and Thursday, May 2nd. The first exam will cover the course material (including readings, lectures and videos) through March 5th, and the second exam (non-cumulative) will cover the material from Exam 1 through April 30th. 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, April 18th in hard copy in class (but you should feel free to submit it earlier); a brief topic description with references is due April 4th. The paper assignment will be distributed in class (and 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 Woody Allen says, "Eighty percent 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:

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|----|------------|
| 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. 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 James Raymo, 8128 Social Science (jraymo@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

Center for Law and Social Policy – www.clasp.org

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

Century Foundation – www.tcf.org

Child Trends – www.childtrends.org

Future of Children – www.futureofchildren.org

House Ways & Means Committee, *The Green Book* -- <http://greenbook.waysandmeans.house.gov>

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

Sociology 496: Poverty, Inequality and Social Policy

Schedule and Required Readings

Section I: Poverty – Measurement, Causes, Consequences, and Public Policies

Introduction to and Perspectives on Poverty

Tues., Jan. 22: Introduction (to the course and each other)

Iceland, “Introduction” (pp. 1-10).

Thurs., Jan. 24: Views and Values about Poverty

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

Krogstad, Jens Manuel and Kim Parker. 2014. “Public Is Sharply Divided in Views of Americans in Poverty.” <http://www.pewresearch.org/fact-tank/2014/09/16/public-is-sharply-divided-in-views-of-americans-in-poverty/>

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.

Measuring and Understanding Poverty

Tues., Jan. 29: 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>

Johnson, David S. and Timothy M. Smeeding. 2012. “A Consumer’s Guide to Interpreting Various U.S. Poverty Measures.” IRP Fast Focus. www.irlp.wisc.edu/publications/fastfocus/pdfs/FF14-2012.pdf

Kakwani, Nanak. 2006. “What Is Poverty?” United Nations Development Programme. (1 page) <http://www.ipc-undp.org/pub/IPCOnePager22.pdf>

Thurs., Jan. 31: Who Is Poor, and What Does It Mean to Be Poor?

**Quiz #1 in class.

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

Rector, Robert and Rachel Sheffield. 2011. "Backgrounder. Understanding Poverty in America: Surprising Facts about America's Poor." No. 2607. Washington, D.C.: The Heritage Foundation. http://thf_media.s3.amazonaws.com/2011/pdf/bg2607.pdf

Boteach, Melissa and Donna Cooper. 2011. "What You Need When You are Poor: Heritage Foundation Hasn't a Clue." Washington, D.C. Center for American Progress. <http://www.americanprogress.org/issues/poverty/news/2011/08/05/10063/what-you-need-when-youre-poor/>

Tues., Feb. 5: Child Poverty

Child Trends. *Children in Poverty: Indicators of Child and Youth Well-Being*. <https://www.childtrends.org/indicators/children-in-poverty> (And look at Appendix data to get a sense of trends over time.)

Explore the Kids Count website (Annie E. Casey Foundation). How does Wisconsin fare compared to other states? See: <http://datacenter.kidscount.org/> See full 2018 Kids Count report at: <https://www.aecf.org/m/resourcedoc/aecf-2018kidscountdatabook-2018.pdf>

In class: Watch PBS Frontline Documentary "Poor Kids: Poverty through the Eyes of Children," 2012 (53 mins.) plus discussion

[Start reading Halpern-Meekin et al. book for discussion Feb 26th.]

Causes and Consequences of Poverty

Thurs., Feb. 7: 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

Tues., Feb. 12: What Are the Consequences of Poverty?

Duncan, Greg J., Katherine Magnuson, Ariel Kalil, and Kathleen Ziol-Guest. 2012. "The Importance of Early Childhood Poverty." *Social Indicators Research* 108:87-98.

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

Kwon, Diana. "Poverty Disturbs Children's Brain Development and Academic Performance." *Scientific American*, July 22, 2015.
<http://www.scientificamerican.com/article/poverty-disturbs-children-s-brain-development-and-academic-performance>

Differences in Socioeconomic Status by Race/Ethnicity and across Places

Thurs., Feb. 14: Differences in SES by Race/Ethnicity

****Quiz #2 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

Pew Research Center. 2011. *Wealth Gaps Rise to Record Highs between Whites, Blacks, and Hispanics* (p.1-32). Social & Demographic Trends. http://www.pewresearch.org/wp-content/uploads/sites/3/2011/07/SDT-Wealth-Report_7-26-11_FINAL.pdf and see: http://www.pewresearch.org/fact-tank/2017/11/01/how-wealth-inequality-has-changed-in-the-u-s-since-the-great-recession-by-race-ethnicity-and-income/ft_17-10-30_wealth-gap_gains/

Tues., Feb. 19: Differences in SES across the Globe and U.S. Regions

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

Leonhardt, David. July, 22, 2013. "In Climbing Income Ladder, Location Matters." *New York Times*. http://www.nytimes.com/2013/07/22/business/in-climbing-income-ladder-location-matters.html?pagewanted=all&_r=2&#map-search

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>

Policies to Reduce Poverty

Thurs., Feb. 21: Welfare Reform, Anti-Poverty Policies and the Working Poor

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

Matthews, Dylan. 2016. "If the goal was to get rid of poverty, we failed: the legacy of the 1996 welfare reform." Vox. <http://www.vox.com/2016/6/20/11789988/clintons-welfare-reform>

****Please post 2 discussion questions about the Halpern-Meehan et al. book by Friday, Feb. 22nd**

Tues., Feb. 26: One Perspective on Living in Poverty amidst Current Public Policies

Discuss book in class: 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*.

Section II: Measuring and Understanding Inequality

Thurs., Feb. 28: Measuring Inequality and Patterns/Trends

**Quiz #3 in class.

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*, 10th edition. Upper Saddle River, NJ: Prentice Hall.

Smeeding, Timothy M. 2005. "Public Policy, Economic Inequality, and Poverty: The United States in Comparative Perspective." *Social Science Quarterly* 86(5):955-983.

Go to *NYT* website and find YOUR social class:

http://www.nytimes.com/packages/html/national/20050515_CLASS_GRAPHIC/index_01.html?adxnml=1&adxnmlx=1182872281-8NLzSk77sAGnsljA2SOAIA

Tues., Mar. 5: Transmission of Privilege and the 'Top 1%'

Dewan, Shaila and Robert Gebeloff. January 14, 2012. "Among the Wealthiest 1 Percent, Many Variations." *New York Times*. <http://www.nytimes.com/2012/01/15/business/the-1-percent-paint-a-more-nuanced-portrait-of-the-rich.html> (and see interactive graphics). With follow-up about top 1% measured by income versus wealth:

<http://economix.blogs.nytimes.com/2012/01/17/measuring-the-top-1-by-wealth-not-income/>

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>

In class: Watch PBS documentary "Park Avenue: Money, Power & the American Dream," 2012 (54 mins.) plus discussion

Thurs., Mar. 7: ** In-class Exam 1 **

Section III: Socioeconomic Mobility, Children's Early Years, Higher Education

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

Tues., Mar. 12: Social and Economic Mobility

Smeeding, Timothy. 2016. "Gates, Gaps, and Intergenerational Mobility: The Importance of an Even Start," in H. Braun and I. Kirsch, eds. *The Dynamics of Opportunity in America: Evidence and Perspectives*, Springer International Publishing, AG Switzerland: 255-295

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.

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>

[Start reading Edin & Kefalas book for discussion April 2nd.]

Thurs., Mar. 14: Children's Early Years and Schooling

Yoshikawa, Hirokazu, Christina Weiland and Jeanne Brooks-Gunn. 2016. "When Does Preschool Matter?" *Future of Children* 26(2):21-35.

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

National Scientific Council on the Developing Child. 2007. *The Science of Early Childhood Development: Closing the Gap Between What We Know and What We Do*.

**** SPRING BREAK – March 18-22 ****

Tues., Mar. 26: Higher Education

Guest lecturer: Ariane Ophir, Doctoral Candidate, Department of Sociology

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*.

Tavernise, Sabrina. 2012. "Education Gaps Grows Between Rich and Poor, Studies Say." *New York Times* (February 9). <http://www.nytimes.com/2012/02/10/education/education-gap-grows-between-rich-and-poor-studies-show.html>

Section IV: Families

Families

Thurs., Mar. 28: Families and Inequality

***Quiz #4 in class.*

DeParle, Jason. 2012 (July 14). *New York Times*. “Two Classes, Divided by ‘I Do’.” <http://www.nytimes.com/2012/07/15/us/two-classes-in-america-divided-by-i-do.html?smid=pl-share>

Kalil, Ariel. 2015. “Inequality Begins at Home: The Role of Parenting in the Diverging Destinies of Rich and Poor Children,” (pp. 63-82) in *Families in an Era of Increasing Inequality*, edited by Paul R. Amato, Alan Booth, Susan M. McHale, and Jennifer Van Hook. Springer.

Sawhill, Isabel. 2013. “Family Structure: The Growing Importance of Class.” Washington, D.C.: Brookings Institution. <http://www.brookings.edu/research/articles/2013/01/family-structure-class-sawhill>

***Please post two questions about the Edin & Kefalas book by Friday, March 29th*

Tues., Apr. 2: Family Formation among Disadvantaged Women

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

Thurs., Apr. 4: Policies to Prevent Fragile Families and Encourage Strong Families

***Paper topic due in class.*

Badger, Emily and Claire Cain Miller. 2018. “Americans Love Families. American Policies Don’t” *New York Times* (June 24). <https://www.nytimes.com/2018/06/24/upshot/americans-love-families-american-policies-dont.html>

Sawhill, Isabel. 2014. “Beyond Marriage.” *New York Times* (Sept. 13). <http://www.nytimes.com/2014/09/14/opinion/sunday/beyond-marriage.html>

Wood, Robert G., Quinn Moore, Andrew Clarkwest, and Alexandra Killewald. 2014. “The Long-Term Effects of Building Strong Families: A Program for Unmarried Parents.” *Journal of Marriage and Family* 76(2): 446-463.

[Start reading Western book for discussion April 25th.]

Section V: Other Key Topics – Immigration, Housing, Health and Incarceration

Tues., Apr. 9: Immigration

López, Gustavo and Kristen Bialik. 2017. “Key Findings about U.S. Immigrants.” Pew Research Center. <http://www.pewresearch.org/fact-tank/2017/05/03/key-findings-about-u-s-immigrants/>

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

Raphael, Steven and Eugene Smolensky. 2009. “Immigration and Poverty in the United States.” Institute for Research on Poverty *Focus* 26. www.irp.wisc.edu/publications/focus/pdfs/foc262e.pdf

Thurs., Apr. 11: Immigration (cont.)

**** NO CLASS MEETING** But, please spend your class time watching this documentary on your own:**

“Homeland: Immigration in America – Refugees.” 2012. PBS documentary (53 minutes): <http://www.pbs.org/video/homeland-immigration-america-refugees/>

And read:

Pew Research Center, Oct. 12, 2017: “U.S. Resettles Fewer Refugees, Even as Global Number of Displaced People Grows.” <http://www.pewglobal.org/2017/10/12/u-s-resettles-fewer-refugees-even-as-global-number-of-displaced-people-grows/>

Tues., Apr. 16: Housing and Housing Policy

Cunningham, Mary K. 2016. “Reduce Poverty by Improving Housing Stability.” *Urban Wire*: Housing and Housing Finance, Urban Institute: <http://www.urban.org/urban-wire/reduce-poverty-improving-housing-stability>.

Desmond, Matthew. 2016. “Forced Out: For Many Poor Americans, Eviction Never Ends.” *The New Yorker*, February 8 and 15 issue. <https://www.newyorker.com/magazine/2016/02/08/forced-out>

Samuels, Alana, 2015. “How Housing Policy Is Failing America’s Poor.” *The Atlantic*, June 24. <http://www.theatlantic.com/business/archive/2015/06/section-8-is-failing/396650/>

Thurs., Apr. 18: Health and Inequality

****Paper due in class.**

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

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

****Please post 2 questions about the Western book by Tuesday, April 23rd**

Tues., Apr. 23: Crime and Incarceration

**Quiz #5 in class.

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

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

Thurs., Apr. 25: What happens after getting out of prison?

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

Wrap-Up and Exam

Tues., Apr. 30: Bringing It All Together

Discussion and brief exam review.

Thurs., May 2: ** In-class Exam 2 **

(Note: There will be NO exam in the scheduled final exam time.)

Revised: January 22, 2019