

**SEMINAR ON POVERTY AND SOCIAL WELFARE POLICY IN THE U.S.**  
**PUBLIC POLICY 495, FALL 2011**  
**Monday and Wednesday, 2:30-4:00pm, 1220 Weill Hall**  
**(plus extra sessions in December for student presentations)**

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**Office Hours: MW 4:30-5:30; T 1:30-3:00; by appointment**

This course examines trends in poverty and income inequality and social welfare programs and policies that affect the nonelderly poor in the United States. We will examine how these programs and policies have evolved over the last five decades and how they might be reformed so as to further reduce poverty. The course emphasizes understanding what we know from social science research about the strengths and weaknesses and the intended and unintended effects of these policies and how they are influenced by and how they affect labor market outcomes and family structure. The goal of the course is to help the student become a policy analyst who understands the tradeoffs that are involved in choosing one policy over another. The course is not intended to train a policy advocate whose main interest is to claim that her/his policy choice should be chosen over all others.

The course begins by addressing some basic questions about the nature of poverty and the scope of current social welfare programs. These include: What is poverty? How do we measure it? What does it mean to be poor in the U.S. today? How do the extent of poverty and the scope of social welfare programs in the U.S. compare to those in other industrialized countries?

We then review the development of American social welfare programs and policies from the War on Poverty that was declared by President Lyndon Johnson in 1964 to the present. Particular attention will be given to understanding trends in poverty, mobility and inequality, the origins and consequences of the War on Poverty, the Great Society, and several major welfare reform proposals that did not pass—President Nixon's Family Assistance Plan, President Carter's Program for Better Jobs and Income.

We then review the Personal Responsibility and Work Opportunity Act of 1996 (PRWORA) and evaluate how the cash welfare program, Temporary Assistance to Needy Families (TANF), that replaced Aid to Families with Dependent Children (AFDC), has affected the work effort and well-being of current and former welfare recipients and other individuals who are not steadily employed or are employed at low wage rates. The questions addressed include the following: Are employers willing to hire welfare recipients? Are recipients finding and keeping jobs? What are the consequences of the new work-oriented safety net for welfare recipients, their children, the absent parents of their children?

Particular attention will also be paid to the effects of the Great Recession that officially lasted from December 2007 through June 2009 on workers and families and the extent to which the stimulus bill, The American Recovery and Reinvestment Act of 2009, offset some of the negative effects of the rising unemployment rate and falling value of household assets. We will also focus on the future of social welfare spending given that so much attention is now being

given to reducing the federal deficit. The course concludes with an analysis of social policy reform options that might further reduce poverty, including labor market policies, employment and training programs, child support reforms, family policies, income tax policies.

Students are expected to attend each session, participate in class discussion, take two in-class exams (one on **Wednesday, October 12**, the other on **Wednesday, November 16**) and prepare a 20-page (double-spaced) policy analysis research paper.

Each student will present her/his draft paper in class sessions that start **Monday, November 28** and then submit a revised paper on **Monday, December 19**. Each student will also serve as a “Congressional Panelist” at one of the hearings. The assignments are described in detail below.

### **Session Topics by date:**

1. Sept 7 Introduction to Seminar Topics & Overview of Assignments
2. Sept 12 Discussion exercise: Who Should Receive What Kind of Government Assistance?
3. Sept 14 What is Poverty? How is it Measured? What Does it Mean to be Poor?
4. Sept 19 Trends in Poverty, Mobility and Inequality, 1949- present
5. Sept 21 David Morse, Ford School Writing Instructor: Preparing abstracts and policy analysis research papers
6. Sept 26 Poverty and Social Welfare Policies in Comparative Perspective
7. Sept 28 The War on Poverty and the Expansion of Social Welfare Policies, 1964-1980
8. Oct 3 The Historical Context: Views about Welfare Programs and the Poor
9. Oct 5 The Reagan Retrenchment and the Revolt Against Welfare, 1980-1996
10. Oct 10 What Was the 1996 Welfare Reform? What Did it Accomplish?
11. **Oct 12 In-class Exam**
- October 17 Fall Break-no class
12. Oct 19 The Great Recession and the American Recovery and Reinvestment Act
13. Oct 24 Policies to Raise Employment and Earnings—How the Labor Market Operates
14. Oct 26 Policies to Raise Employment and Earnings—Programs for the Least Skilled
15. Oct 31 Disconnected Men, Incarceration and the Labor Market
16. Nov 2 Family Policies as Anti-poverty Policy
17. Nov 7 Father’s Employment and the Ability to Pay Child Support
18. Nov 9 Reducing the Deficit and Antipoverty Policies for the 21<sup>st</sup> Century
19. Nov 14 Discussion Exercise—How Would You Reallocate Antipoverty Spending?
20. **Nov 16 In-class exam**
21. Nov 21 Discussion of procedures for Mock Congressional Hearings
22. Nov 23 No class—students prepare drafts of policy analysis research papers
23. Nov 28 Mock Congressional Hearings I
24. Nov 30 Mock Congressional Hearings II
25. Dec 5 Mock Congressional Hearings III and IIIB (5:30-7:30)
26. Dec 7 Mock Congressional Hearings IV and IVB (5:30-7:30)
27. Dec 12 Mock Congressional Hearings V (cancelled if we meet on Friday December 9 from 4:00-7:00)
- Dec 19 **Final papers due @ noon**

We need to schedule three additional 90 minute sessions so that all students have sufficient time

to present their papers. Also, because students are expected to revise their papers after they present them, in the past we have cancelled the last day of class. This means that we need four additional sessions. I am proposing that we meet from 5:30-7:30pm on **Monday December 5**, 5:30-7:30pm on **Wednesday December 7** and in a double session from 4:00-7:00 on **Friday December 9**. I will provide food at these last three additional sessions

### **Seminar Attendance**

Students are expected to attend all sessions of the seminar and to have completed the readings for that day prior to class so that they can participate in the discussion. **More than 2 unexcused absences will result in a lowering of your grade by 1/3 of a grade (for example, from B+ to B).** Please e-mail me in advance of any absence with the reason (for example, medical problem, family emergency). If I do not receive an e-mail within 24 hours after the session, I will assume that the absence is unexcused. If you are absent, it is acceptable to have a classmate tape record the session for you.

### **Class Assignments and Grading**

Grades will be based on the two in-class exams (50 percent total—25 percent each exam), participation in class discussion and participation in mock congressional hearings (10 percent), and a 20-page double spaced paper (text limit; references and tables can be in addition to the text) policy analysis research paper (40 percent).

I will provide sample exam questions from previous years about one week before each exam.

### **Policy Analysis Research Paper**

Each student will prepare a research/analysis paper on a topic of her/his choice. The topics include issues covered in the course and related ones that are not covered. For example, we do not study issues related to health insurance coverage of the poor or early childhood education in class, but these are excellent topics. The paper should present a research/policy analysis of the social welfare policy issue under study based on a *careful* review of the relevant empirical literature, with data and research evidence that documents the pros and cons of the issue.

You will be graded on the *quality* of the evidence and analysis you present in your paper not on any position taken. That is, it does not matter to me if a paper on the minimum wage proposes to increase the minimum wage or to eliminate it altogether; it does not matter to me if a paper wants to extend welfare benefits or to eliminate welfare. What matters is that the paper is well-researched, refers to recent data and policy analyses on the issue, and that the analysis is sound and the conclusions are well-documented.

The paper will require extensive reading (in addition to the required readings on the syllabus) and analysis on your part. It is not an assignment that can be successfully completed in a short period of time. It should demonstrate mastery of the relevant theoretical and empirical literature. Relevant articles on your topic may be written by economists, political scientists, sociologists, developmental psychologists, public health or social work researchers.

Because I can only cover a limited number of topics, this assignment gives you an opportunity to master a topic that is of most interest to you. Student paper titles from recent years include:

“Anti-poverty Policies in the U.S. and the United Kingdom in Comparative Perspective”  
“School Choice and Underprivileged Students: Publicly Funded Vouchers for Private Schools.”  
“Reducing Barriers to Work for Marginalized Black Men”  
“Analyzing the Healthy Marriage Initiative”  
“Implications of the Development, Relief and Education for Alien Minors Act (DREAM)”  
“School-Based Health Clinics as a Solution to Children’s Mental Health Care Needs”  
“The Effects of Welfare Reform on Children”  
“Improving Child Care Options for Low-Income Families”

On **Wednesday September 21**, Ford School Writing Instructor, David Morse, will lead a discussion about how to prepare the abstract for your project; he will also talk about how to outline and draft your paper and how to prepare for your oral presentation. We will distribute abstracts and papers from previous years as examples prior to this session.

Students should discuss potential paper topics with me in September during office hours and/or via e-mail interchanges and should submit a brief abstract/outline of the paper topic (2 pages including about 5-8 references) via e-mail attachment no later than 5 pm on **Sunday, October 2**. I will not grade your abstract. The goal of this first assignment is to help you identify your topic early in the term; get my suggestions on shaping your topic and suggestions for additional references so that you can begin your necessary background research prior to the fall term break. I will be available throughout the term to discuss your topic as it evolves, suggest additional references and read partial drafts of your paper.

A first draft of the paper is due to me no later than 10pm five days prior to the date of the hearing at which you will present your paper. For students presenting at the first hearing on Monday, November 28, the first draft is due at 10pm on **Friday, November 25**; for those presenting Wednesday, November 30, the draft is due at noon on **Sunday, November 27** We will select presentation dates after I have reviewed all of the abstracts, but prior to October 10.

All sessions after the Thanksgiving break will be “Mock Congressional Hearings.” Each student will have 15 minutes to make an oral presentation of her/his paper; this will be followed by 15 minutes of questions from the “Congressional Panel” of three fellow students and then open discussion. I expect to schedule three presentations per session. As mentioned above, I have scheduled additional sessions outside of class time so that all students can present their papers.

I will prepare **detailed critical, but constructive**, comments and suggestions for revision based on your first draft and the class discussion and return that to you after your oral presentation. **I do not grade the abstract or the first draft, but expect that your revised draft will respond to my detailed comments.** When you submit your final paper, you should include a cover memo that reports how your paper has addressed my comments and those from the open discussion after your oral presentation. If you have not incorporated all of these suggestions for revisions, the memo should provide a strong rationale as to why you rejected them. The final paper is due by 9am on **Monday, December 19**.

**Required Book:** Jason De Parle, American Dream: Three Women, Ten Kids and the Nation’s Drive to End Welfare (2004).

**Suggested Supplemental Readings:**

- James T. Patterson, America's Struggle against Poverty in the Twentieth Century (2000).  
Maria Cancian and Sheldon Danziger, eds. Changing Poverty, Changing Policies (2009)  
William Julius Wilson, More than Just Race: Being Black and Poor in the Inner City (2009)  
Richard Freeman, America Works: Critical Thoughts on the Exceptional American Labor Market (2007)  
Kristin Seefeldt, Working After Welfare: How Women Balance Jobs and Family in the Wake of Welfare Reform (2008)  
Ron Haskins, Work Over Welfare: The Inside Story of the 1996 Welfare Reform Law (2006).  
Ann Chih Lin and David R. Harris, eds. The Colors of Poverty: Why Racial and Ethnic Disparities Persist (2008).  
Lee Rainwater and Timothy Smeeding, Poor Kids in a Rich Country (2003)  
Kevin Lang, Poverty and Discrimination (2007)  
Rebecca Blank and Ron Haskins, eds., The New World of Welfare (2001).  
Kathryn Edin and Maria Kefalas, Promises I Can Keep (2005).  
Peter Edelman, Harry Holzer and Paul Offner, Reconnecting Disadvantaged Young Men (2006).  
Mary Pattillo, Black on the Block: The Politics of Race and Class in the City (2007).  
Sandra Smith, Lone Pursuit: Distrust & Defensive Individualism Among the Black Poor (2007).  
Sheldon Danziger and Peter Gottschalk, America Unequal (1995).

**Web Sites for background reading and research for policy analysis paper:**

- National Poverty Center \_\_\_\_\_ <http://www.npc.umich.edu>  
White House Policy Issues: \_\_\_\_\_ <http://www.whitehouse.gov/issues/>  
Spotlight on Poverty and Opportunity \_\_\_\_\_ <http://www.spotlightonpoverty.org/>  
Michigan Program on Poverty and Social Welfare Policy:  
<http://www.fordschool.umich.edu/research/poverty/index.php>  
Institute for Research on Poverty: \_\_\_\_\_ <http://www.ssc.wisc.edu/irp>  
MDRC: \_\_\_\_\_ <http://www.mdrc.org>  
Urban Institute: \_\_\_\_\_ <http://www.urban.org>  
Administration for Children and Families: \_\_\_\_\_ <http://www.acf.dhhs.gov>  
Asst. Secy. of HHS for Planning and Evaluation: \_\_\_\_\_ <http://aspe.os.dhhs.gov>  
Brookings Institution: \_\_\_\_\_ <http://www.brookings.edu>  
Census Bureau: \_\_\_\_\_ <http://www.census.gov>  
Center on Budget and Policy Priorities: \_\_\_\_\_ <http://www.cbpp.org>  
Center for Law and Social Policy: \_\_\_\_\_ <http://www.clasp.org>  
Fragile Families and Child Well-Being \_\_\_\_\_ <http://www.fragilefamilies.princeton.edu/>  
Heritage Foundation: \_\_\_\_\_ <http://www.heritage.org>  
U.S. Bureau of Labor Statistics \_\_\_\_\_ <http://www.bls.gov>

**Reading Assignments**

(Web links for readings are provided; you should have access to all journal articles if you log in via Mirlyn. If no web link is listed, the reading will be distributed prior to class via email attachment.)

**September 7: Introduction to Seminar, Review Syllabus and Assignments**

### **September 12: Discussion exercise: Who Should Receive What Kind of Government Assistance?**

The exercise will be distributed at the first class. Each student should come to class with a copy of the exercise filled out. All students will be called on to discuss their responses to the exercise; there are no “right” or “wrong” answers. The Ellwood reading should help you think about how to respond to the exercise.

D. Ellwood. 1988. “Values and the Helping Conundrums,” Chapter 2 in Poor Support: Poverty in the American Family, pp.14-44.

### **September 14: What is Poverty? How is it Measured? What Does it Mean to be Poor?**

J. Iceland. 2003. “Early Views of Poverty in America,” chapter 2 and “Methods of Measuring Poverty,” Chapter 3 in Poverty in America: A Handbook, pp. 10-37.

U.S. Census Bureau. “How the Census Measures Poverty.”  
<http://www.census.gov/hhes/www/poverty/about/overview/measure.html>

U.S. Census Bureau. Poverty Thresholds 2010.  
<http://www.census.gov/hhes/www/poverty/data/threshld/index.html>

Robert Rector and Rachel Sheffield. 2011. “Air Conditioning, Cable TV and an Xbox: What is Poverty in the United States Today?” Heritage Foundation Backgrounder No. 2575, July 18.  
[http://thf\\_media.s3.amazonaws.com/2011/pdf/bg2575.pdf](http://thf_media.s3.amazonaws.com/2011/pdf/bg2575.pdf)

R. Blank and M. Greenberg. 2008. “Improving the Measurement of Poverty,” Brookings Institution, Hamilton Project. Read only pp. 1-15.  
[http://www.brookings.edu/~media/Files/rc/papers/2008/12\\_poverty\\_measurement\\_blank/12\\_poverty\\_measurement\\_blank.pdf](http://www.brookings.edu/~media/Files/rc/papers/2008/12_poverty_measurement_blank/12_poverty_measurement_blank.pdf)

### **September 19. Trends in Poverty, Mobility and Income Inequality, 1949-present**

G. Acs and A. Nichols. 2010. “America Insecure: Changes in the Economic Security of American Families,” Urban Institute.  
[http://www.urban.org/UploadedPDF/412055\\_america\\_insecure.pdf](http://www.urban.org/UploadedPDF/412055_america_insecure.pdf)

J. Isaacs and I. Sawhill. “Reaching for the Prize: The Limits on Economic Mobility.” Milken Institute Review, 4<sup>th</sup> Quarter 2008.  
[http://www.milkeninstitute.org/publications/review/2008\\_10/18-27mr40.pdf](http://www.milkeninstitute.org/publications/review/2008_10/18-27mr40.pdf)

C. Jencks, “Does Inequality Matter?” Daedalus, Winter 2002.  
<http://proquest.umi.com/pqdweb?index=67&did=109766828&SrchMode=1&sid=1&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1293649782&clientId=17822>

L. Uchitelle, "Is there (Middle Class) Life After Maytag?" *New York Times*, August 26, 2007. <http://www.nytimes.com/2007/08/26/business/yourmoney/26maytag.html?scp=1&sq=Is%20there%20%28Middle%20Class%29%20Life%20After%20Maytag?%20&st=Search>

L. Uchitelle, "The Richest of the Rich, Proud of a New Gilded Age," *New York Times*, July 16, 2007. [http://www.nytimes.com/2007/07/15/business/15gilded.html?\\_r=1&ref=incomeinequality](http://www.nytimes.com/2007/07/15/business/15gilded.html?_r=1&ref=incomeinequality)

E. Porter, "How Superstars' Pay Stifles Everyone Else," *New York Times*, December 25, 2010. <http://www.nytimes.com/2010/12/26/business/26excerpt.html?ref=incomeinequality>

**September 21: David Morse: Preparing abstracts and policy analysis research papers**

Sample papers from students who were enrolled in previous years will be distributed prior to this session. Please read them prior to this session. Abstracts are due by 5pm. **Sunday, October 2.**

**September 26: Poverty and Social Welfare Policies in Comparative Perspective**

T. Smeeding, 2008. "Poorer by Comparison: Poverty, Work, and Public Policy in Comparative Perspective." *Pathways*, [http://www.stanford.edu/group/scspi/\\_media/pdf/pathways/winter\\_2008/Smeeding.pdf](http://www.stanford.edu/group/scspi/_media/pdf/pathways/winter_2008/Smeeding.pdf)

J. Waldfogel, 2010. *Britain's War on Poverty*, Introduction, [http://www.russellsage.org/sites/all/files/Britain's%20War%20on%20Poverty\\_Introduction.pdf](http://www.russellsage.org/sites/all/files/Britain's%20War%20on%20Poverty_Introduction.pdf)

T. Smeeding and J. Waldfogel. 2010. "Fighting Child Poverty in the United States and the United Kingdom: An Update:" <http://www.irp.wisc.edu/publications/fastfocus/pdfs/FF8-2010.pdf>

N. Glazer. "On Americans and Inequality." *Daedalus*, Summer 2003. <http://proquest.umi.com/pqdweb?index=1&did=382391791&SrchMode=2&sid=2&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1293649972&clientId=17822>

**September 28: The War on Poverty and the Expansion of Social Welfare Policies, 1964-1980**

R. Nixon, "Welfare Reform: A Message from the President, 1969." Reprinted as "The Nixon Administration's Welfare Reform: The Family Assistance Plan."

R. Moffitt, "The Idea of a Negative Income Tax: Past, Present, and Future," *Focus*, Newsletter of the Institute for Research on Poverty, Summer 2004. <http://www.irp.wisc.edu/publications/focus/pdfs/foc232a.pdf>

J. Scholz, R. Moffitt and B. Cowan. 2009. "Trends in Income Support," *Focus*, Newsletter of the Institute for Research on Poverty. <http://www.irp.wisc.edu/publications/focus/pdfs/foc262h.pdf>

U.S. House of Representatives, Committee on Ways and Means "Appendix I: Spending for

Need-Based Benefits, Fiscal Years 1968-2004,” The 2008 Green Book (skim to see scope of programs) <http://waysandmeans.house.gov/media/pdf/110/appI.pdf>

### **October 3: The Historical Context: Views about Welfare Programs and the Poor**

Jason De Parle, American Dream: Three Women, Ten Kids and the Nation’s Drive to End Welfare, chapters 1-5, pp. 1-100.

### **October 5: The Reagan Retrenchment and the Revolt Against Welfare, 1980-1996**

M. Novak. “The New War on Poverty,” from The New Consensus on Family and Welfare, American Enterprise Institute, 1987, excerpted in Focus, Newsletter of the Institute for Research on Poverty, 1988. <http://www.irp.wisc.edu/publications/focus/pdfs/foc111c.pdf>

C. Murray, 1984. “Incentives to Fail I: Maximizing Short-Term Gains,” Ch. 12 in Losing Ground: American Social Policy, 1950-1980, pp. 154-166.

W. E. Williams, “Prepared Statement, “Hearings before the Joint Economic Committee, Congress of the United States, Sept. 25, 1991.

L. Mead, 1997. “The Rise of Paternalism,” Ch.1, The New Paternalism: Supervisory Approaches to Poverty, pp. 1-38.

R. Rector, 1995. “Why Congress must reform welfare” Heritage Foundation Backgrounder, No. 1063. <http://www.heritage.org/Research/Welfare/BG1063.cfm>

### **October 10: What Was the 1996 Welfare Reform? What Did it Accomplish? 1996-2007**

Jason De Parle, American Dream: Three Women, Ten Kids and the Nation’s Drive to End Welfare, chapters 6-18 & Epilogue, pp. 101-338.

Comparison of AFDC and TANF/PRWORA (2 page chart)

S. K. Danziger and K. Seefeldt, “Barriers to Employment and the Hard to Serve.” Focus, Newsletter of the Institute for Research on Poverty, 2002. <http://www.irp.wisc.edu/publications/focus/pdfs/foc221-part3.pdf#page=26>

L. Mead, 2007. “Why Welfare Reform Succeeded,” Journal of Policy Analysis and Management, <http://onlinelibrary.wiley.com/doi/10.1002/pam.20253/pdf>

S. Parrott and A. Sherman, 2007. “TANF’s Results are More Mixed than is Often Understood,” Journal of Policy Analysis and Management, <http://onlinelibrary.wiley.com/doi/10.1002/pam.20254/pdf>

### **October 12 In-Class Exam**

## **October 17—Fall Break**

### **October 19: The Great Recession and the American Recovery and Reinvestment Act, 2007-present**

Center on Budget and Policy Priorities, 2010, “Chart Book: The Legacy of the Great Recession,” <http://www.cbpp.org/cms/index.cfm?fa=view&id=3252>

Arloc Sherman, 2011. “Despite Deep Recession and High Unemployment, Government Efforts, Including the Recovery Act—Prevented Poverty from Rising in 2009.” Center on Budget and Policy Priorities, <http://www.cbpp.org/files/1-5-11pov.pdf>

National Employment Law Project, 2010, “Recovery Act’s Unemployment Insurance Modernization Incentives,” <http://www.nelp.org/page/-/UI/2010/modernization.update.pdf?nocdn=1>

R. Hall, 2010, “Fiscal Stimulus,” *Daedalus*, [http://www.mitpressjournals.org/doi/pdf/10.1162/DAED\\_a\\_00045](http://www.mitpressjournals.org/doi/pdf/10.1162/DAED_a_00045)

L. Pavetti et al. 2011. “Creating Subsidized Employment Opportunities for Low-Income Parents,” Center on Budget and Policy Priorities. <http://www.cbpp.org/files/2-16-11tanf.pdf>

### **October 24: Policies to Raise Employment and Earnings—How the Labor Market Operates**

R. Freeman. 2007. *America Works: The Exceptional U.S. Labor Market*, Introduction, Ch. 1 & 2, pp. 1-40.

C. Goldin and L. Katz. 2009. “The Future of Inequality: The Other Reason Education Matters So Much,” *Milken Institute Review*. [http://www.milkeninstitute.org/publications/review/2009\\_7/26-33mr43.pdf](http://www.milkeninstitute.org/publications/review/2009_7/26-33mr43.pdf)

“Inequality in America: What Role for Human Capital Policies?” *Focus*, Newsletter of the Institute for Research on Poverty, 2005. <http://www.irp.wisc.edu/publications/focus/pdfs/foc233a.pdf>

### **October 26: Policies to Raise Employment and Earnings—Programs for the Least Skilled?**

H. Holzer, 2010, “Testimony before the Joint Economic Committee of the U.S. Congress on Avoiding a Lost Generation: How to Minimize the Impact of the Great Recession on Young Workers.” <http://www.urban.org/UploadedPDF/901354-young-workers.pdf>

C. Heinrich and H. Holzer, 2011. “Improving Education and Employment for Disadvantaged Young Men: Proven and Promising Strategies,” *Annals of the American Academy of Political and Social Science*. <http://ann.sagepub.com/content/635/1/163>

M. Millenky et al. 2011. "Staying on Course: Three-Year Results of the National Guard Youth Challenge Evaluation," Executive Summary, MDRC: <http://www.mdrc.org/publications/599/execsum.pdf>

G. Duncan, A. Huston, T. Weisner. 2008. Higher Ground: New Hope for the Working Poor and Their Children. Ch. 1. [http://www.russellsage.org/sites/all/files/duncan+chapter1\\_pdf\\_0.pdf](http://www.russellsage.org/sites/all/files/duncan+chapter1_pdf_0.pdf)

### **October 31: Disconnected Men, Incarceration and the Labor Market**

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

B. Western. 2008. "From Prison to Work: A Proposal for a National Prisoner Reentry Program." Brookings Institution, Hamilton Project. [http://www.wjh.harvard.edu/soc/faculty/western/pdfs/12\\_prison\\_to\\_work\\_western.pdf](http://www.wjh.harvard.edu/soc/faculty/western/pdfs/12_prison_to_work_western.pdf)

C. Redcross et al. 2009. "Transitional Jobs for Ex-Prisoners: Implementation, Two-Year Impacts, and Costs of the Center for Employment Opportunities (CEO) Prisoner Reentry Program," Executive Summary, MDRC: <http://www.mdrc.org/publications/529/execsum.pdf>

### **November 2: Can Family Policy Reduce Poverty?**

K. Boo, "The Marriage Cure: Is Wedlock Really a Way Out of Poverty?" The New Yorker, August, 18, 2003. [http://www.newamerica.net/publications/articles/2003/the\\_marriage\\_cure](http://www.newamerica.net/publications/articles/2003/the_marriage_cure)

S. Coontz and N. Folbre, "Marriage, Poverty, and Public Policy," The American Prospect, 2002: [http://www.prospect.org/cs/articles?article=marriage\\_poverty\\_and\\_public\\_policy](http://www.prospect.org/cs/articles?article=marriage_poverty_and_public_policy)

R. Rector and M. Pardue, "Understanding the President's Healthy Marriage Initiative," Heritage Foundation Backgrounder No.1741 <http://www.heritage.org/Research/Reports/2004/03/Understanding-the-Presidents-Healthy-Marriage-Initiative>

K. Edin and M. Kefalas. 2005. "Unmarried with Children." Contexts. Vol. 4. Issue 2. <http://proquest.umi.com/pqdweb?index=2&did=832035541&SrchMode=2&sid=1&Fmt=6&VIn st=PROD&VType=PQD&RQT=309&VName=PQD&TS=1311860439&clientId=17822>

### **November 7: Father's Employment and the Ability to Pay Child Support**

I. Garfinkel and L. Nepomnyaschy, 2009. "Assuring Child Support: A Reassessment." in From Child Welfare to Child Well-being: an International Perspective on Knowledge in the Service of Making Policy.

C. Murray. "Keep It in the Family," London Sunday Times, November 14, 1993.

D. J. Pate, "The Life Circumstances of African American Fathers with Children on W-2: An

Ethnographic inquiry.” Focus, Newsletter of the Institute for Research on Poverty, 2002.  
<http://www.irp.wisc.edu/publications/focus/pdfs/foc222.pdf#page=25>  
(Note—first 6 pages of PDF only)

L. Mead, “Toward a Mandatory Work Policy for Men,” The Future of Children, Fall 2007.  
[http://www.princeton.edu/futureofchildren/publications/docs/17\\_02\\_03.pdf](http://www.princeton.edu/futureofchildren/publications/docs/17_02_03.pdf)

L. Kaufman, “When Child Support is Due, Even the Poor Find Little Mercy,” New York Times, February 19, 2005.  
<http://www.nytimes.com/2005/02/19/nyregion/19support.html?scp=1&sq=%22When%20Child%20Support%20is%20Due%22&st=cse>

E. Eckholm, “Mothers Scrimp as States Take Child Support,” New York Times, December 1, 2007.  
<http://www.nytimes.com/2007/12/01/us/01child.html?scp=1&sq=Mothers%20Scrimp%20as%20States%20Take%20Child%20Support&st=cse>

### **November 9: Reducing the Deficit and Antipoverty Policies for the 21<sup>st</sup> Century**

B. Obama, “Changing the Odds for Urban America,” July 18, 2007.  
<http://www.presidency.ucsb.edu/ws/index.php?pid=77007#axzz1TEVFfU6z>

W. J. Wilson, 2007. “A New Agenda for America’s Ghetto Poor,” Ch. 7 in Ending Poverty in America.

R. Rector, “Reducing Poverty by Revitalizing Marriage in Low-Income Communities: A memo to President-Elect Obama,” January 13, 2009. Heritage Foundation.  
<http://www.heritage.org/research/reports/2009/01/reducing-poverty-by-revitalizing-marriage-in-low-income-communities>

G. Berlin. 2011. “The Labor Market after the Great Recession: Implications for Income Support Policy.” MDRC. <http://www.mdrc.org/publications/602/presentation.pdf>

### **November 14: Discussion Exercise—How Would You Reallocate Antipoverty Spending?**

The exercise will be distributed prior to this session. Each student should come to class with a copy of the exercise filled out. All students will be called on discuss their responses to the exercise; there are no “right” or “wrong” answers.

### **November 16: Second in-class exam**

**November 21** Discussion of procedures for Mock Congressional Hearings

**November 23** No class—students prepare drafts of policy analysis research papers

**November 28** Mock Congressional Hearings I (drafts due 10pm November 25)

**November 30** Mock Congressional Hearings II (drafts due noon November 27)

**December 5** Mock Congressional Hearings III & IIIB (drafts due 10pm November 30)

**December 7** Mock Congressional Hearings IV & IVB (drafts due 10pm December 2)

**December 12** Mock Congressional Hearings V (replaced by Friday, December 9 double session; papers due 10pm December 4)

**December 19** **Final papers due @ noon**