

SOCIAL WELFARE POLICY, PP746
Winter 2011
Monday and Wednesday, 2:30-4:00pm, 1220 Weill Hall

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Office Hours: MW 4:30-5:30; T 11-12; by appointment

This course examines social welfare programs and policies that affect the nonelderly poor in the U.S., emphasizing how they 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 course begins by addressing some basic questions about the nature of poverty and the scope of current social welfare programs. 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 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.

The course concludes with an analysis of a range of social policy reform options that might further reduce poverty—labor market policies, employment and training programs, child support reforms, family policies, income tax policies, etc.

Students are expected to attend each session, participate in class discussion, take an in-class exam on Monday, March 21 and prepare a 25 page policy analysis research paper. Each student will present her/his draft paper in class sessions that begin on Wednesday, March 23 and submit a revised, final paper by the end of the semester. Each student will also serve as a “Congressional Panelist” at one of the hearings. A description of these assignments can be found below.

Session Topics by date:

1. Jan 5 Introduction to Seminar Topics & Overview of Assignments
2. Jan 10 Discussion exercise: Who Should Receive What Kind of Government Assistance?
3. Jan 12 What is Poverty? How is it Measured? What Does it Mean to be Poor?
4. Jan 19 Trends in Poverty, Mobility and Inequality, 1949- present
5. Jan 24 Poverty and Social Welfare Policies in Comparative Perspective
6. Jan 26 The War on Poverty and the Expansion of Social Welfare Policies, 1964-1980
7. Jan 31 David Morse: Preparing abstracts and policy analysis research papers
8. Feb 2 The Historical Context: Views about Welfare Programs and the Poor, 1964-1996
9. Feb 7 The Reagan Retrenchment and the Revolt Against Welfare, 1980-1986
10. Feb 9 What Was the 1996 Welfare Reform? What Did it Accomplish?
11. Feb 14 The Great Recession and the American Recovery and Reinvestment Act
12. Feb 16 Policies to Raise Employment and Earnings—How the Labor Market Operates
13. Feb 21 Policies to Raise Employment and Earnings—Programs for the Least Skilled
14. Feb 23 Disconnected Men, Incarceration and the Labor Market
15. Mar 7 Family Policies as Anti-poverty Policy
16. Mar 9 Father’s Employment and the Ability to Pay Child Support
17. Mar 14 Changing Antipoverty Policies for the 21st Century
18. Mar 16 Discussion Exercise—How Would You Reallocate Antipoverty Spending?
19. **Mar 21 In-class exam**
20. Mar 23 Mock Congressional Hearings I
21. Mar 28 Mock Congressional Hearings II
22. Mar 30 Mock Congressional Hearings III
23. April 4 Mock Congressional Hearings IV
24. April 6 Mock Congressional Hearings V
25. April 11 Mock Congressional Hearings VI
26. April 13 Mock Congressional Hearings VII
27. April 18 Mock Congressional Hearings VIII

April 20 **Final papers due @ 9 am for all students presenting on or before April 11**

April 25 **Final papers due @ 9 am for students presenting on April 13 or 18**

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 **Wednesday, March 21 in-class exam** (40 percent), participation in class discussion (10 percent), and a 25 page (text limit; references and tables can be in addition to the text) policy analysis research paper (50 percent).

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

Policy Analysis Research Paper

Each student will prepare a research/analysis paper on a topic of her/his choice. The paper can cover a topic included on the syllabus or one that is related. For example, we do not study issues related to health insurance coverage of the poor or early childhood education in the class, but these are suitable paper 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 your analysis is sound and that your 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”

Students should discuss potential paper topics with me in January 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 **Friday, February 4**. 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 to do the necessary background research prior to the winter 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.

On **Monday January 31**, 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.

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 Wednesday, March 23, the first draft is due at 10pm on **Monday, March 21**. We will select presentation dates for each student after I have reviewed all of the abstracts, but prior to February 15.

The last eight sessions of the course 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 additional minutes of questions from the “Congressional Panel” of three fellow students and then open discussion. I expect to schedule three presentations per session. Depending on the number of students who take the course, we may need to schedule some additional sessions on weekday nights or Friday afternoons in late March/early April.

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 no later than one day 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 **Wednesday, April 20**, for all students presenting on or before April 11. Papers for students presenting at the last two hearings will be due by 9am on **Monday, April 25**.

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)
 Sheldon Danziger and Robert Haveman, eds., Understanding Poverty (2002).
 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 and Defensive Individualism Among the Black Poor (2007).
 Katherine Newman and Victor Tan Chen, The Missing Class: Portraits of the Near Poor in America (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>
 U.S. House of Representatives, Committee on Ways and Means, 2008 Green Book, Background Material and Data on the Programs within the Jurisdiction of the Committee on Ways and Means
<http://waysandmeans.house.gov/singlepages.aspx?NewsID=10490>

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.)

January 5: Introduction to Seminar, Review Syllabus and Assignments

January 10: 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 discuss their responses to the exercise; there are no “right” or “wrong” answers. This 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.

January 12: What is Poverty? How is it Measured? What Does it Mean to be Poor?

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 2009.

R. Blank and M. Greenberg. 2008. “Improving the Measurement of Poverty,” Brookings Institution, Hamilton Project.
http://www.brookings.edu/~media/Files/rc/papers/2008/12_poverty_measurement_blank/12_poverty_measurement_blank.pdf

R. Rector and K. Johnson, “Understanding Poverty in America,” Heritage Foundation Backgrounder #1713 (January 2004). http://s3.amazonaws.com/thf_media/2004/pdf/bg1713.pdf

S. Danziger and P. Gottschalk, “Diverging Fortunes: Trends in Poverty and Inequality,” The American People, Census 2000. Population Reference Bureau (December 2004).

January 17. Martin Luther King Day, no seminar

January 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

J. Isaacs and I. Sawhill. “Reaching for the Prize: The Limits on Economic Mobility.” Milken Institute Review, 4th Quarter 2008.

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

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>

January 24: Poverty and Social Welfare Policies in Comparative Perspective

T. Smeeding, 2006. "Poor People in Rich Nations: The United States in Comparative Perspective," *Journal of Economic Perspectives*.
<http://www.jstor.org/stable/pdfplus/30033634.pdf?acceptTC=true>

J. Waldfogel, 2010. *Britain's War on Poverty*, Introduction,
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>

January 26: 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>

January 31: 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. **Friday, February 4.**

February 2: The Historical Context: Views about Welfare Programs and the Poor, 1964-1996

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

February 7: 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>

February 9: 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>

L. Mead, 2007. "Response to Parrott and Sherman," Journal of Policy Analysis and Management. <http://onlinelibrary.wiley.com/doi/10.1002/pam.20255/pdf>

S. Parrott and A. Sherman, 2007. "Response to Mead," Journal of Policy Analysis and Management. <http://onlinelibrary.wiley.com/doi/10.1002/pam.20256/pdf>

February 14: The Great Recession and the American Recovery and Reinvestment Act, 2008-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>

A. Sherman, 2009. Stimulus Keeping 6 Million Americans Out of Poverty in 2009," Center on Budget and Policy Priorities, <http://www.cbpp.org/files/9-9-09pov2.pdf>

National Employment Law Project, 2010, "Fact Sheet: How Federal Unemployment Insurance Extensions Work," <http://www.nelp.org/page/-/UI/Fact%20Sheet%20UI%20Extensions.pdf?nocdn=1>

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

A. Blinder and M. Zandi, 2010. "How the Great Recession Was Brought to an End," <http://www.economy.com/mark-zandi/documents/End-of-Great-Recession.pdf>

February 16: 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 Review.

"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>

February 21: 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, 2009. “Improving Education and Employment for Disadvantaged Young Men: Proven and Promising Strategies,” <http://www.urban.org/UploadedPDF/412086-disadvantaged-young-men.pdf>

M. Millenky, D. Bloom, C. Dillon 2010. “Making the Transition: Interim Results of the National Guard Youth Challenge Evaluation,” Executive Summary, MDRC: <http://www.mdrc.org/publications/557/execsum.pdf>

G. Duncan, A. Huston, T. Weisner. 2008. Higher Ground: New Hope for the Working Poor and Their Children. http://www.russellsage.org/sites/all/files/duncan+chapter1_pdf_0.pdf

February 23: 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>

S. Raphael and M. Stoll. 2009. Do Prisons Make Us Safer? The Benefits and Costs of the Prison Boom. Introduction, http://www.russellsage.org/sites/all/files/raphael_chapter1_pdf.pdf

B. Western. 2008. “From Prison to Work: A Proposal for a National Prisoner Reentry Program.” Brookings. http://www.wjh.harvard.edu/soc/faculty/western/pdfs/12_prison_to_work_western.pdf

C. Redcross et al. 2010. “Work After Prison: One-Year Findings from the Transitional Jobs Reentry Demonstration,” Executive Summary, MDRC: <http://www.mdrc.org/publications/570/execsum.pdf>

C. Redcross et al. 2010. “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>

March 7: Can Family Policy Reduce Poverty?

N. Burstein, 2007, “Economic Influences on Marriage and Divorce,” *Journal of Policy Analysis and Management*, <http://onlinelibrary.wiley.com/doi/10.1002/pam.20257/pdf>

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

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

R. Rector and M. Pardue, “Understanding the President’s Healthy Marriage Initiative,” Heritage Foundation Backgrounder No.1741, <http://www.heritage+.org/Research/Family/bg1741.cfm>

March 9: Father’s Employment and the Ability to Pay Child Support

I. Garfinkel, 2001. “Child Support in the New World of Welfare,” Ch. 17 in *The New World of Welfare*, Brookings.

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

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>

March 14: Changing Antipoverty Policies for the 21st Century

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. 2010. “Rethinking Welfare in the Great Recession: Issues in the Reauthorization of Temporary Assistance for Needy Families,” Testimony before the Senate Finance Committee, <http://www.mdrc.org/publications/566/full.pdf>

C. Johnson, A. Rynell and M. Young, 2009. *Publicly Funded Jobs: An Essential Strategy for Reducing Poverty and Economic Distress Throughout the Business Cycle*, National League of Cities.

http://www.nlc.org/ASSETS/512C785B922E4F389818A3326138A3E7/IYEF_Urban_Institute_Publicly-Funded%20Jobs%202-10.pdf

J. Riccio, 2010. "Sharing Lessons from the First Conditional Cash Transfer Program in the United States," http://npc.umich.edu/publications/policy_briefs/brief22/policybrief22.pdf

B. Obama, "Changing the Odds for Urban America," July 18, 2007.
http://www.barackobama.com/2007/07/18/remarks_of_senator_barack_obam_19.php

Issue statements at: www.whitehouse.gov/issues/
Poverty, <http://www.whitehouse.gov/issues/poverty>

Family, <http://www.whitehouse.gov/issues/family>

Education, <http://www.whitehouse.gov/issues/education>

Urban Policy, <http://www.whitehouse.gov/issues/urban-policy>

March 16: 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.

March 21: In-class exam (bring at least 3 blue books). We may be able to reserve the computer classroom for the exam; if so, you could type your answers and provide me with a written copy. We could also reserve 2 full hours for the exam.

- Mar 23 Mock Congressional Hearings I**
- Mar 28 Mock Congressional Hearings II**
- Mar 30 Mock Congressional Hearings III**
- April 4 Mock Congressional Hearings IV**
- April 6 Mock Congressional Hearings V**
- April 11 Mock Congressional Hearings VI**
- April 13 Mock Congressional Hearings VII**
- April 18 Mock Congressional Hearings VIII**

(Please hold these times for possible extra sessions: Monday April 4, 6:00-7:30; Wednesday April 6, 6:00-7:30; Friday, April 8, 3:00-6pm).