

	<b>Department of History and Political Science</b>
	<b>POL 4090: Social Welfare Policy and Inequality in the United States</b>  <b>4 units</b>
<b>Fall 2021</b>	

<b>Meeting Days/Times</b> Tuesday/Thursday 12:30-2:15pm	<b>Instructor Title and Name:</b> Dr. Amy Nantkes
<b>Meeting Location: Bond Academic Center 104</b>	<b>Phone:</b> 949.266.4822
<b>Final Exam:</b> Thursday December 16, 1:30-4:00 pm	<b>Email:</b> <a href="mailto:anantkes@pointloma.edu">anantkes@pointloma.edu</a>
<b>Office Location and Hours:</b> Colt Hall 118, Tuesday/Thursday 9:30-10:30 and by appointment	

**PLNU MISSION: To Teach – To Shape – To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**DEPARTMENT OF HISTORY AND POLITICAL SCIENCE MISSION:**

As followers of Christ, the Department of History and Political Science promotes wisdom and scholarship about historical contexts and political systems, so that graduates can become local and global leaders in the service of Christ and humanity.

**COURSE DESCRIPTION**

This seminar-style course centers on inequality and the social welfare system in the United States.

**We will:**

- Examine various measures of poverty/wealth including inequality in wage, wealth, and income
- Trace the history of policies and programs in this policy domain, examining issues of race and gender as they interact with social welfare policy
- Analyze solutions to poverty that have been applied in the past
- Consider innovative new solutions to apply, including examples that are currently being piloted around the world

**Student Takeaway:**

- Students will focus on a dimension of poverty and propose methods to address that area via policy and public-private-social sector partnerships.

## COURSE LEARNING OUTCOMES

### Student Learning Outcomes:

- Articulate the history and ideology of the eras of social welfare policy and inequality in the United States
- Analyze the relationships between politics, economics, social structure, public policy, and inequality
- Differentiate the multidimensional indicators of poverty in various locales in the United States
- Utilize research and data to inform evidence-based policymaking activity in this domain, with a focus on the potential for public-private partnerships

### Program Learning Outcomes:

- Understand and critically assess the processes, theories, and outcomes of political institutions and political behavior.
- Develop and express ideas in written communication in an effective and scholarly manner.
- Demonstrate oral communication abilities, particularly to convey complex ideas, recognize diverse viewpoints, and offer empirical evidence of an argument.
- Construct and evaluate analytical, comprehensive arguments.

## COURSE INSTRUCTIONAL METHODS

This course will meet twice per week and, to maximize your learning process, it is in your best interest that you attend each of these sessions. It is also **essential** that the readings be completed prior to coming to class as the lecture and discussion will usually expand on and draw from the readings. Class time activities will vary, but will often include a combination of lectures, discussion, group activities, writing, and videos.

## COURSE REQUIRED TEXT AND MATERIALS

### Required Resources:

- *Regulating the Poor* (Updated Edition) by Frances Fox Piven and Richard A. Cloward (ISBN 978-0679745167)
- *Who Owns Poverty?* by Martín Burt (ISBN 978-1912157129)
- Articles, Podcasts, and Videos as listed in syllabus and available under weekly overview in modules on Canvas

### Recommended Resources for Additional Exploration:

- See Canvas for complete list

## COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4 -unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on

their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

## STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

## COURSE POLICIES

### LATE ASSIGNMENT POLICY

All assignments are to be submitted by the due dates posted and will be considered late if submitted after midnight Pacific Standard Time on the day they are due. If an assignment is submitted late, points possible for the assignment decreases 10% each day for four days after the due date. **Any assignment or deliverable submitted more than four days late will not be accepted. Presentations, Exams, and Reading Responses cannot be "made up" and must be completed on the due date.**

All deliverables for the course, including assignments, projects, presentations, papers, etc., must be turned in by 11:59pm on the last day of the course. No extensions or incompletes will be given to students to complete course requirements.

***If you believe you have an extenuating circumstance such as illness or family emergency, please send Dr. Nantkes an email or come talk to me as soon as possible so that we may speak about your options. With abundant notice I'll be as accommodating as possible, as long as it does not compromise fairness for all.***

### COVID-19, ATTENDANCE, AND CLASS MODALITY

Due to our current pandemic conditions, there is the possibility that classes may periodically need to be held in an asynchronous or synchronous online format. The attendance policy still applies to these types of class formats. Our course will follow all PLNU policies related to Covid-19. Please see the [PLNU Covid-19 website](#), the Covid-19 Canvas course, and the [PLNU catalog](#) for the most current policies. All of us, including me, can show our respect and care for each other by not coming to class if we don't pass the Campus Clear app or have any covid symptoms. Covid-related absences are excused. You will still be responsible for getting the notes from a classmate for any classes you miss. If I or a member of my household are in isolation or quarantine, our class may need to meet remotely for that time. Please check for Canvas announcements on a regular basis, where I will always post any course updates.

## **FINAL EXAMINATION POLICY**

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the Class Schedules site. No requests for early examinations or alternative days will be approved.

## **CLASSROOM CIVILITY POLICY**

Respect for the views and values of others is an essential characteristic of a thriving learning community. Although it is likely that we may not agree with everything that is said or discussed in our course, we will behave and express our viewpoints in a manner that is courteous and professional. Disagreement and challenging of ideas in a respectful and profound manner is encouraged. Our emphasis will be on engaging in the mutual exploration of topics as presented in the course as scholars, using research and data to defend our assertions.

## **PLNU POLICIES**

### **PLNU COPYRIGHT POLICY**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU ACADEMIC HONESTY POLICY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

#### **Asynchronous Attendance/Participation Definition**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

### **SPIRITUAL CARE**

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Student Life and Formation](#).

### **USE OF TECHNOLOGY**

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources, please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu). Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

### **ASSESSMENT AND GRADING**

<b>Assignment</b>	<b>Points Possible</b>
Beginning and Midterm Course Surveys (2 @ 10 points)	20
Weekly Reading Reflections (14 @ 20 points)	280
Weekly Class Discussion Board Participation (14 @ 20 points)	280
Policies & Programs Presentations (1 @ 90 points)	90

Personal Philosophy on Social Welfare Policy (1 @ 90 points)	90
Social Services Advisory Board Meeting Reflection (1 @ 75 points)	80
Final Project: TBD	350
<b>TOTAL POINTS POSSIBLE</b>	<b>1190</b>

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93-100	B+ 87-88	C+ 77-79	D+ 67-69	F < than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

### ASSIGNMENTS (See Canvas for templates and detailed instructions)

#### READING REFLECTIONS (14)

As a student of policy, it is vital that you comprehend our readings and bring your critical thinking and discussion skills to our course throughout the semester. Therefore, you will write Reading Reflections to support you in comprehension, critical thinking, and to bolster class discussion. **These responses must be submitted on Canvas before class begins on Tuesday and cannot be made up.**

#### CLASS DISCUSSION BOARD PARTICIPATION (14)

During our course we will cover topics of interest weekly on the discussion boards, allowing for you to consider our course content in conversation with your classmates.

#### POLICIES & PROGRAMS PRESENTATION (1)

For this assignment, you and your teammates will research one assigned policy/program area. (You will choose from the list and sign up with a team on the first day of class.)

Your deliverables will be 3 items:

- 1-page handout (in a PDF format) to share with your classmates
- 15-minute in-class presentation
- 10-minute in-class discussion/activity

#### PERSONAL VIEWPOINT ON SOCIAL WELFARE POLICY (1)

In this 3–4-page paper you will reflect on your own experiences and philosophy on social welfare in the United States. You will use course content from Part I of the course and any other resources you determine to be applicable to frame your explanation of your point of view. See Canvas for more details on this assignment.

#### SD COUNTY SOCIAL SERVICES ADVISORY BOARD MEETING REFLECTION (1)

During the semester, you will (virtually) attend one SD County Social Services Advisory Board Meeting and reflect on what you learned about the role of public-private partnerships on this board. Meetings are held virtually on the second Wednesday of each month from 9:30-11:30 am. More information and the link to the meeting can be found [here](#).

**TOPIC TBD: FINAL PROJECT (1)**

For your final project, you will conduct research throughout the semester on the state of one of the five dimensions of poverty in the U.S. along with corresponding policies and programs meant to address this dimension.

Further details about this assignment will be given in class and will be available on Canvas. **There are several deliverables that will be assigned for this project. Please check the course calendar for due dates.**

<b>Topic Selection</b>	<b>(20 points)</b>
<b>Lit Review/Initial Background Research</b>	<b>(30 points)</b>
<b>Detailed Outline</b>	<b>(40 points)</b>
<b>Rough Draft of Paper</b>	<b>(30 points)</b>
<b>Rough Draft of Presentation Slides</b>	<b>(30 points)</b>
<b>Final Draft</b>	<b>(100 points)</b>
<b>Presentation</b>	<b>(100 points)</b>
<b>Total Points</b>	<b>(350 points)</b>

<b>COURSE SCHEDULE</b>			
<b>WEEK &amp; TOPIC</b>	<b>CLASS MEETING</b>	<b>READING/MEDIA DUE</b>	<b>ASSIGNMENTS DUE</b>
<b>Part I: How do we view poverty in America? Ideology, Poverty Measurement, and Major Programs</b>			
<b>WEEK 1</b>  Course Introduction	THURSDAY 9/2	<b>Read</b> Syllabus	1. Introduction Survey (due Thursday before class)  Discussion Board (due Sunday)
<b>WEEK 2</b>  What do we believe about government involvement and people experiencing poverty?	TUESDAY 9/7	<b>Read</b> 1. Piven & Cloward Chapter 1 2. Michener, SoRelle, & Thurston Article	1. Reading Reflection (due before class Tuesday)
	THURSDAY 9/9	<b>Read</b> 1. Blau & Abramovitz Ch 5 2. <i>Atlantic</i> Article on the Undeserving Poor 3. ATD Fourth World Report: The Experience of Poverty in the U.S.	1. Discussion Board (due Sunday)

<b>WEEK 3</b>  Why does inequality matter?	TUESDAY 9/14	<b>Read</b> 1. Stiglitz Article 2. <a href="#">Farrigan Article</a> on Rural Poverty	1. Reading Reflection (due before class Tuesday)
	THURSDAY 9/16  In-Class Movie: <i>Inequality for All</i>	<b>Read</b> 1. <a href="#">Hanks, Solomon, Weller Article</a> on Racial Inequality & Poverty  <b>Listen</b> 1. <a href="#">Freakonomics Podcast: Is the American Dream Really Dead?</a> (42 minutes)	1. Discussion Board (due Sunday)
<b>WEEK 4</b>  How does the U.S. measure poverty and what are we doing to address it?	TUESDAY 9/21	<b>Read</b> 1. Poverty: The History of a Measure Infographic 2. How the U.S. Census Bureau Measures Poverty 3. Wolff Chapter: Beyond Poverty (pg. 24-37 only)  <b>Watch</b> 1. <a href="#">Not Just a Number: Understanding Poverty Using the Capabilities Approach and the SPM</a> (2 minutes)	1. Reading Reflection (due before class Tuesday)
	THURSDAY 9/23  Guest Speaker: Maryann Broxton from <a href="#">ATD Fourth World</a> United States Chapter	<b>Read</b> 1. <a href="#">Amadeo Article</a> : An overview of major programs in the U.S. 2. <a href="#">New York Times Article</a> : Pandemic Aid Programs Spur a Record Drop in Poverty	1. Personal Viewpoint on Social Welfare Paper (due Sunday) 2. Discussion Board (due Sunday)
<b>PART II: How did we get here?</b> <b>The history of social welfare policy in the U.S.</b>			
<b>WEEK 5</b>  The Great Depression, the New Deal, and Wartime (1930s-1940s)	TUESDAY 9/28	<b>Read</b> 1. Piven and Cloward Ch 2	1. Reading Reflection (due before class Tuesday)
	THURSDAY 9/30	<b>Read</b> 1. Piven and Cloward Ch 3  <b>Listen</b> 2. <a href="#">NPR: A 'Forgotten History' of How the U.S. Government Segregated America</a> (35 minutes)	1. Final Project Topic Idea (due Sunday)  2. Discussion Board (due Sunday)  Team 1: Presentation on Income Support



			Programs (due in class Thursday)
<b>WEEK 6</b>  The Welfare Rights Movement and War on Poverty (1960s-1970s)	TUESDAY 10/5	<b>Read</b> 1. Piven and Cloward Ch 6	1. Reading Reflection (due before class Tuesday)
	THURSDAY 10/7	<b>Read</b> 1. Piven and Cloward Ch 9 and 10	1. Discussion Board (due Sunday)  Team 2: Presentation on Jobs and Training Programs (due in class Thursday)
<b>WEEK 7</b>  Deindustrialization and the War Against Labor (1970s-1990s)	TUESDAY 10/12	<b>Read</b> 1. Piven and Cloward Ch 11	1. Reading Reflection (due before class Tuesday)
	THURSDAY 10/14	<b>Read</b> 1. Stoesz and Karger Article on the Reagan Era  <b>Watch</b> 1. <a href="#">How Radical Gardeners Took Back New York City</a> (13 minutes)	1. Discussion Board (due Sunday)  Team 3: Presentation on Housing Programs (due in class Thursday)
<b>WEEK 8</b>  Ending “Welfare as We Know It” (1990s-2000)	TUESDAY 10/19	<b>Read</b> 1. Carcasson Article on Rhetoric of 1990s Reforms p. 654-679 2. Gustafson Article on the Criminalization of Poverty p. 658-694 (do not need to read footnotes) 3. Grabowski Article on Reform and Self-Efficacy	1. Reading Reflection (due before class Tuesday)
	THURSDAY 10/21  Guest Speaker: Joni Halpern, San Diego Attorney and Welfare Rights Advocate	<b>Watch</b> 1. <a href="#">187: The Rise of the Latino Vote</a> (90 minutes) 2. Pavetti Article on Work Requirements	1. Final Project Lit Review/Initial Background Research (due Sunday) 2. Discussion Board (due Sunday) 3. Midcourse survey (due Sunday)  Team 4: Presentation on Healthcare

			Programs (due in class Thursday)
<b>WEEK 9</b>  Welfare in the New Millennium (2000-Today)	TUESDAY 10/26	<b>Read</b> 1. <a href="#">Marx Article</a> on Current Issues and Programs in Social Welfare (2001-2017) 2. Daguerre Article on Obama's Welfare and Antipoverty Policies	1. Reading Reflection (due before class Tuesday)
	THURSDAY 10/28	<b>Read</b> 1. A Better Way Poverty Reduction Plan (2016) (skim!)  2. First Focus (2016) Response to A Better Way  3. CBPP Report on the American Rescue Plan (2021) (skim!)	1. Discussion Board (due Sunday)  Team 5: Presentation on Food and Hunger Programs (due in class Thursday)
<b>PART III: What does inequality cost society? Understanding the multidimensionality of poverty</b>			
<b>WEEK 10</b>  Income and Employment	TUESDAY 11/2  Guest Speakers: Jonathan Rockoff, MAT and Beth Lowder, MSW of UNC Chapel Hill <a href="#">Community Aspirations Hub</a>	<b>Read</b> 1. Burt Ch 1-4	1. Reading Reflection (due before class Tuesday)
	THURSDAY 11/4	<b>Read</b> 1. Chetty article on Economic Impacts of COVID-19  2. <a href="#">Youth Poverty Policy Solutions Fact Sheet</a> (we will assign states in class!)  3. SEED Stockton (UBI Experiment) White Paper  4. Romich and Hill Article on Federal Minimum Wage	1. Discussion Board (due Sunday)  2. Final Project-Detailed Outline (due Sunday)
<b>WEEK 11</b>  Health and Environment	TUESDAY 11/9 <b>(No class meeting!)</b>	<b>Read</b> 1. Burt Ch 5-8	1. Reading Reflection (due before class Tuesday)

	THURSDAY 11/11	<b>Read</b> 1. Swain IRPC Report on Health Inequity 2. <a href="#">Annie Casey Foundation</a> Article on Food Deserts 3. <a href="#">Alitraifi and Rapfogel Article</a> on the Mental Health Crisis 4. Shwed <a href="#">Vox Feature</a> on School Lunches	1. Discussion Board (due Sunday)
<b>WEEK 12</b> Housing and Infrastructure	TUESDAY 11/16	<b>Read</b> 1. Burt Ch 9-11	1. Reading Reflection (due before class Tuesday)
	THURSDAY 11/18	<b>Read</b> 1. <a href="#">KPBS Article</a> on City Heights Opportunity Zone 2. <a href="#">Levin Article</a> on Remote Work and the CA Housing Crisis 3. <a href="#">SSIR Article</a> on Innovative Solutions for the Housing Crisis	1. Discussion Board (due Sunday)
<b>WEEK 13</b> Organization and Participation	TUESDAY 11/23	<b>Read</b> 1. Burt Ch 12-14 & Reflections 2. Garcia Article on Asset-Based Community Development  <b>Watch</b> 1. <a href="#">Ecosystem of Opportunity: A Short Thunder Valley CDC Documentary (12 minutes)</a>	1. Reading Reflection (due before class Tuesday)  <b>NO DISCUSSION BOARD this week! Enjoy your break.</b>
<b>Thanksgiving Recess: NO CLASS 11/24-11/26</b>			
<b>WEEK 14</b> Education and Culture	TUESDAY 11/30	<b>Read</b> 1. Farkas Article on K-12 Schooling Interventions 2. Western and Eason in IRC Report on Mass Incarceration and Poverty	1. Reading Reflection (due before class Tuesday)
	THURSDAY 12/2	<b>Read</b> 1. <a href="#">Brookings Article</a> on Parks and Social/Economic Divides 2. 11 <sup>th</sup> Street Bridge Project Equitable Development Plan (skim!)	1. Discussion Board (due Sunday)  2. Final Project Rough Draft of Paper (due Sunday)
<b>WEEK 15</b> Interiority and Motivation	TUESDAY 12/7	<b>Listen</b> 1. <a href="#">IRP Podcast</a> on Social Poverty (32 minutes)  2. <a href="#">Poverty Unpacked Podcast</a> on Aspirations (30 minutes)	1. Reading Reflection (due before class Tuesday)
	THURSDAY 12/9	<b>NO READING</b>	1. Discussion Board (due Sunday)

			2. Final Project Rough Draft of Presentation Slides (due Sunday)
<b>FINAL EXAM</b>  Final Project Paper & Presentations	THURSDAY 12/16  1:30-4:00 pm	Final Paper due In-class Presentations	

**REQUIRED ARTICLES AND RESOURCES** (Links/Files on Canvas in Weekly Module Overviews)

Altiraifi, A. & Rapfogel, N. (2020 September 10). Mental health care was severely inequitable, then came the Coronavirus crisis. Center for American Progress. Retrieved from <https://www.americanprogress.org/issues/disability/reports/2020/09/10/490221/mental-health-care-severely-inequitable-came-coronavirus-crisis/>

Amadeo, K. (2021 June 25). What is a welfare program? Welfare programs explained. The Balance. Retrieved from <https://www.thebalance.com/welfare-programs-definition-and-list-3305759>

Annie E. Casey Foundation. (2021 February 13). Food deserts in the United States. Retrieved from <https://www.aecf.org/blog/exploring-americas-food-deserts>

ATD Fourth World USA. (2019). Pushed to the bottom: The experience of poverty in the United States, Comprehensive Report. ATD Fourth World Movement, New York.

Baldari, C. (2016 June 13). An analysis of Speaker Ryan’s poverty agenda. First Focus on Children. Retrieved from <https://firstfocus.org/resources/fact-sheet/a-better-way-not-the-better-way-for-kids>

Better.gop. (2016 June 7). A better way: Our vision for a confident America. Poverty, opportunity, and upward mobility. Retrieved from <https://communityactionpartnership.com/wp-content/uploads/2018/05/What-is-to-be-Done-ABetterWay-Poverty-PolicyPaper.pdf>

Blau, Joel, and Mimi Abramovitz. (2019). *The dynamics of social welfare policy*. Oxford University Press.

Building Bridges Across the River. (2019). 11<sup>th</sup> Street Bridge Park’s equitable development plan. Retrieved from [https://bbardc.org/wp-content/uploads/2018/10/Equitable-Development-Plan\\_09.04.18.pdf](https://bbardc.org/wp-content/uploads/2018/10/Equitable-Development-Plan_09.04.18.pdf)

Burt, M. (2019). *Who owns poverty?* Red Press.

Carcasson, M. (2006). Ending welfare as we know it: President Clinton and the rhetorical transformation of the anti-welfare culture. *Rhetoric & Public Affairs*, 9(4), 655-692.

- Center on Budget and Policy Priorities. (2021 March 15). American Rescue Plan Act will help millions and bolster the economy. Retrieved from <https://www.cbpp.org/research/poverty-and-inequality/american-rescue-plan-act-will-help-millions-and-bolster-the-economy>
- Center on Poverty and Social Policy. (2021 May). Youth and Young Adult Poverty in the 50 States Fact Sheets. Retrieved from <https://www.povertycenter.columbia.edu/policy-factsheets/youth-poverty>
- Chetty, R., Friedman, J., Hendren, N., & Stepner, M. (2020 November). The economic impacts of COVID-19: Evidence from a new public database built using private sector data. Retrieved from <https://opportunityinsights.org/wp-content/uploads/2020/06/tracker-summary.pdf>
- Cooke, K., Rhode, D. and McNeil, R. (2012 December 20). The undeserving poor. *The Atlantic*. Retrieved from <https://www.theatlantic.com/business/archive/2012/12/the-undeserving-poor/266507/>
- Daguerre, A. (2017). Obama's welfare and antipoverty policies: An assessment. In *Obama's welfare legacy: An assessment of US anti-poverty policies* (pp. 95-112). Bristol: Bristol University Press. doi:10.2307/j.ctt1t89986.11
- Dennis, A. (2019 September 21). Not just a number: Understanding poverty using the Capabilities Approach and the SPM. Retrieved from <https://www.youtube.com/watch?v=73RsVu6jPqw>
- DeParle, J. (2021 July 28). Pandemic aid programs spur record drop in poverty. *The New York Times*. Retrieved from <https://www.nytimes.com/2021/07/28/us/politics/covid-poverty-aid-programs.html>
- Eason, J. (2019 November). Understanding the effects of the U.S. prison boom on rural communities. *Institute for Research on Poverty Focus*, 35(3), 14-21.
- Farkas, G. (2016). K-12 programs to reduce the intergenerational transmission of poverty. *Institute for Research on Poverty Focus*, 33(2), 13-15.
- Farrigan, T. (2020 May 4). Extreme poverty counties found solely in rural areas in 2018. USDA Economic Research Service. Retrieved from <https://www.ers.usda.gov/amber-waves/2020/may/extreme-poverty-counties-found-solely-in-rural-areas-in-2018/>
- Freakonomics Radio. (2017 January 18). Is the American Dream really dead? (Ep. 273). Retrieved from <https://freakonomics.com/podcast/american-dream-really-dead/>
- García, I. (2020). Asset-based community development (ABCD): Core principles. In *Research handbook on community development*. Edward Elgar Publishing.
- Grabowski, L. J. S. (2006). "It Still Don't Make You Feel Like You're Doin' It": Welfare Reform and Perceived Economic Self-Efficacy. *Journal of poverty*, 10(3), 69-91.

- Gross, T. (2017 May 3). A 'forgotten history' of how the U.S. government segregated America. NPR News Fresh Air. Retrieved from <https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america>
- Gustafson, K. S. (2011). 3. *The Criminalization of Poverty* (pp. 51-70). New York University Press.
- Hanks, A., Solomon, D., & Weller, C. (2018 February 21). How America's structural racism helped create the Black-White wealth gap. Center for American Progress. Retrieved from <https://www.americanprogress.org/issues/race/reports/2018/02/21/447051/systematic-inequality/>
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