

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



SCHOOL OF SOCIAL WORK

COURSE NO. & SECTION:	SOWO 835
COURSE TITLE & YEAR:	Poverty Policy Spring Semester 2021
MEETING TIME & PLACE:	Tuesdays 9:00–11:50am Zoom ID: 972 9228 2506 Passcode: 990915 7 weeks (March 16, 23, 30, April 6, 13, 20 & 27)
INSTRUCTOR:	Rainier Masa, PhD, MSW Tate Turner Kurlalt Bldg., Suite 402, Room 402L rmasa@email.unc.edu
OFFICE HOURS:	By appointment

COURSE DESCRIPTION: This course will provide students with a framework for advanced policy analysis and strategies for policy change, with a focus on national and state poverty policy, focusing on legal, socio-political, and economic factors influencing financing, access, and service delivery. This course explores skills and strategies for policy analysis and change.

COURSE OBJECTIVES: The student who successfully completes this course should be able to demonstrate an understanding of the following issues about poverty policy:

1. Identify the principles, foundation, and provisions of the primary social welfare programs that affect Poverty Policy.
2. Demonstrate the analytic, theoretical and value assessment skills that enable social workers to evaluate policies and apply change strategies.
3. Apply concepts and principles of human rights, social justice, and social work ethics to policy analysis, development and change strategies.
4. Understand different national definitions and trends in poverty and income and wealth inequality.
5. Explain the intended and actual consequences of the major US poverty policies.
6. Discuss ethical issues in current poverty policy, including individual and family rights, issues of distributive justice, and issues of power, discrimination, and oppression, particularly with regard to racial and ethnic minorities.
7. Understand the specific features of US poverty policy in contrast with other nations.

8. Develop leadership strategies for planning, developing, and changing poverty policies in a context of empowerment and partnership with individuals, families, and communities.

EXPANDED DESCRIPTION: The ability to understand the complexities of poverty policy development and implementation is crucial for successful professional social work practice settings. This is the case because social workers shape policy, implement programs, respond to systemic inequities, and assure that services are available for individuals and families who need them. This course will critically examine several relevant poverty policies in the US and globally.

In this vein, the course provides students with a critical understanding of the fundamentals of poverty in the US and globally. The course will use a comparative approach that highlights the commonalities and differences of poverty and policy issues in the US and globally, as well as an understanding of how policies affect poor people around the world. The need to understand global poverty issues is critical to effective social work practice because contemporary events (such as globalization and migration) have transformed social work practice settings into a global arena that requires cross-national and global efforts to promote social justice, human rights, and social development.

This course is also designed to help students develop a set of professional skills. Specifically, at the end of this course, students will be able to use a policy framework to develop a detailed analysis of an existing policy in the United States or globally. Additionally, students will improve their public speaking skills by planning and leading a course session on a topic that they choose. Learning to synthesize and present complex information to others is an important skill that social workers use when delivering training to colleagues, presenting at a national meeting, or advocating for clients with lawmakers.

SAKAI COURSE RESERVES:

Brady, D., & Burton, L. M. (Eds.). (2016). *The Oxford handbook of the social science of poverty*. New York: NY: Oxford University Press. (Full text available online via the UNC Libraries)

Iceland, J. (2013). *Poverty in America: A handbook* (3rd ed.). Berkeley, CA: University of California Press. (Full text available online via the UNC Libraries)

SUGGESTED TEXTS:

Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. New York: Crown.

Harrington, M. (1963). *The other America: Poverty in the United States*. Baltimore: Penguin Books.

ONLINE RESOURCE:

Center on Budget and Policy Priorities at <https://www.cbpp.org/>

RESOURCES:

Additional readings will be available on the internet or posted on Sakai.

All course lectures, syllabus, assignment information, and external links to useful web sites are or will be available on Sakai.

TEACHING METHODS AND EXPECTATIONS:

Teaching methods will include lectures and class discussions, multimedia presentations, small group activities, and guest presentations. We all bring valuable experience and knowledge to the course and sharing our perspectives makes the class a richer experience for each of us. You are expected to attend all classes and to complete the required readings before class. You are also expected to participate in discussions by sharing information from the readings, field experiences, or current events. Full participation is essential to your learning and will allow you to successfully apply the course material in ways that are personally and professionally meaningful. Any student with significant difficulty with these class expectations should speak with me at the beginning of the semester so that alternative forms of participation and contribution can be identified.

POLICIES ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM:

I expect that we will all be invested in creating a learning environment of respect and engagement. I welcome the use of laptops in class for taking notes or completing small group tasks. However, I ask that you use them *only* for relevant activities – not for checking email or surfing the Web. Your attention is an important sign of respect to your colleagues, and an important part of your learning.

POLICY ON INCOMPLETES, ABSENCES, AND LATE ASSIGNMENTS:

Assignments are due at the **beginning** of class on the day noted. Extensions are granted on a case-by-case basis. *If you would like to ask for an extension, you must notify me at least 3 days before the due date.* If this does not happen, you will lose 10% of the assignment's points per day (including weekends and the date on which the assignment was due, if you submit it after the beginning of class). For example, a paper that would merit a grade of 100 on Friday will receive a grade of 70 if submitted on Monday. Similarly, a paper due at 2 pm on Monday handed in at 3 pm will be considered 1 day late.

Class attendance is highly valued in this course. Students are expected to attend all classes unless prevented by illness, urgent crisis or mishap. If you anticipate missing a class session, ***please let the instructor know in advance.*** If you are not able to let the instructor know in advance, ***please follow up with communication after the fact.*** Also, it is important to be on time so as not to disrupt the class. It is your responsibility to obtain handouts, information about class content, and information about announcements, etc., from your classmates if you are unable to attend a class. Students with three absences will receive an "L" unless they have made prior arrangements with the instructor.

A grade of Incomplete is given only in exceptional and rare circumstances. Incompletes may be granted if (a) there are extreme and unforeseeable circumstances that affect your ability to complete the semester's work, and (b) you meet with me in advance to develop a plan and timeline for completing your work. It is the student's responsibility to request and explain the reasons for an Incomplete. The instructor has no responsibility to give an Incomplete without such a request.

POLICY ON ACADEMIC DISHONESTY:

All students must follow the UNC Honor Code, which prohibits lying, cheating, or stealing in actions involving the academic processes of this class. Please ensure that the Honor Code statement “*I have neither given nor received any unauthorized assistance in completing this assignment*”, with your signature, is on all assignments turned in. In keeping with the Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

Please refer to the APA Style Guide 6th/7th ed., the SSW Manual, and the SSW Writing Guide for information on attribution of quotes, plagiarism, and the appropriate use of assistance in preparing assignments.

EXPECTATIONS FOR WRITTEN ASSIGNMENTS:

Clear, cogent writing is an essential skill for social work professionals. You are expected to adhere to appropriate scholarly writing guidelines and to use APA formatting. A portion of the points for each assignment will be allocated to writing quality.

Writing support is available to all students through the School’s Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a learning opportunity for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com. In addition, see the Writing Resources and References page on the School’s website (under the Current Students tab: <https://ssw.unc.edu/students/writing>).

ACCESSIBILITY AND RESOURCES SERVICES:

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu> and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

POLICY ON DISCRIMINATION, HARASSMENT, AND VIOLENCE:

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have

experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs) (confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Any person who has experienced discrimination, harassment, interpersonal (relationship) violence, sexual assault, sexual exploitation, or stalking is encouraged to seek resources as needed on campus or in the community. You can seek assistance from confidential resources such as the Gender Violence Services Coordinator in the Carolina Women's Center at (919) 962-1343 or Counseling and Psychological Services (CAPS) in Campus Health Services at (919) 966-3658. You can also contact the Equal Opportunity and Compliance Office at (919) 966-3576 to report an incident and/or seek interim protective measures. Additional resources are available at safe.unc.edu.

COURSE ASSIGNMENTS:

- 1) **Show & Tell:** This assignment provides students with an opportunity to share and reflect on stories of poverty that have inspired and motivated them to address and work on issues related to poverty. Show & tell stories can be based on personal, professional, and/or field experiences, current events, different forms of media (e.g., movies, music) and literature (e.g., poetry, monologues), etc. Students should connect their stories with the class content.
- 2) **Critical Policy Analysis and Presentation:** Students will work in groups to critically review a chosen antipoverty policy. Students will analyze how racism, sexism, classism, homophobia, or other forms of societal oppression impact a chosen antipoverty policy. Using a CPA model/framework, the analysis and presentation should cover the following:
 - a. Poverty or poverty-related issue
 - b. Affected population(s)
 - c. Power imbalance or structural factors that create the conditions from which poverty and inequality emerge
 - d. Policy or legislation to address poverty or a poverty-related issue
 - e. Policy or programming implementation
 - f. Policy impact, with a focus on the challenges of the chosen policy
 - g. Policy recommendations

Students should meet with the instructor, before their scheduled presentation, to discuss their ideas and obtain feedback. Each group will have 45–60 minutes to present their analysis and lead class discussion/activity. Students are required to submit a PowerPoint presentation **no later than 8am on the Tuesday** of your seminar.

For **class sessions 5–7**, students will present their synthesis and critiques of antipoverty policies. Each group is responsible for reviewing the selected reading in-depth and using additional resources to gain a broader understanding of the policy response.

- 3) **Policy Memo:** The final assignment builds on the information and skills demonstrated in critical policy analysis and presentation assignment. For your final assignment, **you will work in pairs** and write a policy memo that provides analysis and recommendations for a specific audience regarding a poverty-related issue and its impact on the well-being of disadvantaged groups. You may choose to examine local, state, federal, or global poverty challenges.

A well-written policy memo reflects attention to the issue and is structured in a clear and concise style that assumes the reader possesses limited knowledge of, as well as little time to conduct research about, the issue of concern. The focus of a policy memo is to describe one or more specific policy recommendations and their supporting action items. *Sample memos are provided on Sakai.*

This assignment is intended to help students: (1) learn how to write precise, cogent, and credible documents about a specific social issue; (2) learn how to choose and write a document's content based on the needs of a particular audience (rather than for a general readership); (3) prepare students on how to write effectively in non-academic settings; (4) teach students to be client-oriented and to better anticipate assumptions and concerns of their targeted audience; and (5) help students to create original work that synthesizes evidence into a succinctly written document that advocates change or a specific course of action.

The memo will consist of four main sections:

- 1) A brief statement and definition of the problem;
 - 2) A concise description of a current policy or program that address the problem;
 - 3) An evaluation of the chosen policy/program, with a focus on challenges and limitations of the policy/program;
 - 4) 1-2 recommendation/s for improving the policy/program (e.g., what are some program issues (eligibility, coverage, benefits, funding, etc.) that should be addressed to improve the policy? Or is there a need to consider new policy or program ideas?). **Maximum of 4 pages. Policy memo is due April 30, 2021, no later than 5 pm ET.** Use footnotes for your references.
- 4) **Class Participation:** Class participation is a central component of this course. All students are **expected to complete the readings prior to class** and to participate actively in class discussions. If you do not feel comfortable speaking in class, you may also email me a one-page reflection paper by 5 pm the night before class. To get full participation credit, you must email me at least 5 reflection papers over the course of the semester. Alternatively, students may choose to submit a 500-word op-ed piece to a newspaper on a relevant poverty issue. If interested in this option, please email me for specific guidelines.

GRADING SYSTEM:

The School of Social Work operates on an evaluation system of Honors (H), Pass (P), Low Pass (L), and Fail (F). The numerical values of these grades are:

H: 94-100

P: 80-93

L: 70-79

F: 69 and lower

A grade of P is considered entirely satisfactory. The grade of Honors (“H”) — which only a limited number of students attain – signifies that the work is clearly excellent in all respects.

GRADING CRITERIA:

Grading guides for all written work can be found in Sakai. These guides identify the grading criteria for each assignment, including the relative weight of each criterion. Therefore, students are advised to closely follow the rubrics, as they constitute the Instructor’s expectations and evaluation methodology for these assignments.

Assignments will be scored as follows:

Show & tell:	15 points
Class participation:	15 points
Critical policy analysis:	40 points
<u>Policy memo:</u>	<u>30 points</u>
Total:	100 points

CLASS SCHEDULE & READINGS:

I reserve the right to alter the course reading schedule and content to fit the evolving circumstances in the class.

Date	Topics Addressed	Readings
Session 1 3/16/21	<ul style="list-style-type: none"> • Overview and introductions • Definition of poverty <p>Class activity: Defining poverty</p>	<p><u>Part I: Introductions and overview of course requirements</u></p> <p><u>Part II: Definition of poverty; Can the poor influence policy?</u></p> <p><u>Required:</u></p> <ul style="list-style-type: none"> • Wagle, U. (2002). Rethinking poverty: Definition and measurement. <i>International Social Science Journal</i>, 54, 155-165. • ATD Fourth World. (2018). <i>International report 2017. Stop poverty</i>. New York, NY: ATD Fourth World. (Read pages 51–54, skim examples from other countries.) • ATD Fourth World. (n.d.). <i>ATD fourth world’s guidelines for merging of knowledge</i>. Publication available here. <p><u>Videos</u></p> <ul style="list-style-type: none"> • What is Poverty? Available on Sakai and here. • The Hidden Dimensions of Poverty Available on Sakai and here. <p><u>Supplemental:</u></p> <ul style="list-style-type: none"> • Dhongde, S., & Haveman, R. (2015). <i>Multi-dimensional poverty index: An application to the United States</i> (IRD Discussion Paper No. 1427- 15). Madison, WI: University of Wisconsin, Institute for Research on Poverty. (Read pages: 1-3, 6-8, 11-13, 15-18, 25-26.) • Mani, A., Mullainathan, S., Shafir, E., & Zhao, J. (2013). Poverty impedes cognitive function. <i>Science</i>, 341(6149), 976–980.
Session 2 3/23/21	<ul style="list-style-type: none"> • Theories of poverty • Critical policy analysis <p>Class activity: SPENT</p>	<p><u>Part I: Theories of poverty</u></p> <p><u>Required:</u></p> <ul style="list-style-type: none"> • Blank, R. M. (2003). Selecting among anti-poverty policies: Can an economist be both critical and caring? <i>Review of Social Economy</i>, 61(4), 447–469. (Read pp. 447–458) • Bullock, H. (2006). <i>Justifying inequality: A social psychological analysis of beliefs about poverty and the poor</i>. (National Poverty Center Working Paper Series #06-08). (Read pp. 9-19) <p><u>Supplemental:</u></p> <ul style="list-style-type: none"> • Godfrey, E. B., & Wolf, S. (2016). Developing critical consciousness or justifying the system? A qualitative analysis of attributions for poverty and wealth among low-income racial/ethnic minority and immigrant women. <i>Cultural Diversity & Ethnic Minority Psychology</i>, 22, 93-103. <p><u>Part II: Critical policy analysis of antipoverty policies</u></p> <p><u>Required:</u></p>

		<ul style="list-style-type: none"> Hankivsky, O. (Ed.). (2012) <i>An intersectionality-based policy analysis framework</i>. Institute for Intersectionality Research and Policy, Simon Fraser University. (Read pp. 33–45) Activity: <i>SPENT Simulation</i>. This simulation – available at www.playspent.org – is designed to walk you through some of the excruciating decisions and challenges confronted every day by families living in poverty. <p><u>Supplemental:</u></p> <ul style="list-style-type: none"> Blank, R. M. (2003). Selecting among anti-poverty policies: Can an economist be both critical and caring? <i>Review of Social Economy</i>, 61(4), 447–469. (Read pp. 458–468). Kolivoski, K. M., Weaver, A., & Constance-Huggins, M. (2014). Critical race theory: Opportunities for application in social work practice & policy. <i>Families in Society</i>, 95(4), 269–276.
Session 3 3/30/21	<ul style="list-style-type: none"> Poverty measurement Poverty dynamics Pathways into and out of poverty 	<p>Part I: Measuring Poverty</p> <p><u>Required:</u></p> <ul style="list-style-type: none"> U.S. Census Bureau. How the Census Bureau measures poverty. U.S. Department of Health & Human Services. Frequently asked questions related to poverty guidelines and poverty. <p><u>Supplemental:</u></p> <ul style="list-style-type: none"> Iceland, Chapter 2 (Read pp. 33-49). Bridges, B., & Gesumaria, R. V. (2015). The Supplemental Poverty Measure (SPM) and children: How and why the SPM and official poverty estimates differ. <i>Social Security Bulletin</i>, 75(3), 55–81. (Read pp. 55–60) <p>Part II: Poverty dynamics; Pathways into and out of poverty</p> <p><u>Required:</u></p> <ul style="list-style-type: none"> Iceland, Chapter 3 (Read pp. 60–63, skim the rest of the chapter). Biewen, M. (2014). <i>Poverty persistence and poverty dynamics</i>. Bonn, Germany: IZA World of Labor. Publication available here. Stevens, A.H. (2013). <i>Transitions into & out of poverty in the United States</i>. (CPR Policy Brief Vol.1, No.1). Davis, CA: Center for Poverty Research, UC Davis. Publication available here. <p><u>Supplemental:</u></p> <ul style="list-style-type: none"> Krishna, A. (2016). The dynamics of poverty. In D. Brady & L. M. Burton (eds.), <i>The Oxford handbook of the social science of poverty</i> (pp. 293–314). New York, NY: Oxford University Press.
Session 4 4/6/21	Work session for critical policy analysis and presentation	
Session 5 4/13/21	<ul style="list-style-type: none"> Policy response part 1 	Required readings for Sessions 5–7.

	<ul style="list-style-type: none"> Income support (cash assistance and tax credit) Food and nutrition security <p>Presentation: Policy critiques 1 and 2</p>	<ul style="list-style-type: none"> Reeves, R.V. (2015, September 2). Two anti-poverty strategies (Op-ed). <i>Brookings</i>. Publication available here. Shaefer, H. L., Cooney, P., Rodems, R., & Mattingly, M. J. (2020, July). <i>Hardship and well-being in the United States after the CARES Act</i>. (Poverty Solutions Policy Brief). University of Michigan. Publication available here and on Sakai. <p><u>Part I: Income Support</u></p> <p><u>Policy Basics:</u></p> <ul style="list-style-type: none"> Temporary Assistance for Needy Families Earned Income Tax Credit or Child Tax Credit Supplemental Security Income <p><u>Recommended:</u></p> <ul style="list-style-type: none"> Ziliak, J.P. (2015). <i>Temporary assistance for needy families</i>. (NBER Working Paper 21038). Cambridge, MA: National Bureau of Economic Research. **Read pp. 2–17 (Program history and rules) and 85–87. **Skim pages 53–85 (Key program impacts). Nichols, A., & Rothstein, J. (2015). <i>The earned income tax credit (EITC)</i> (NBER Working Paper 21211). Cambridge, MA: National Bureau of Economic Research. **Read pp. 3–6, 16 (comparison to other countries), 50–55. **Skim pages 6–15 (History, rules, and goals); 16–23; 24–25 (Program statistics and issues); and 28–42 (Program participation and effects). Hoynes, H. W., & Rothstein, J. (2019). <i>Universal basic income in the US and advanced countries</i> (NBER Working Paper 25538). Cambridge, MA: National Bureau of Economic Research. **Read pp. 3–6, 17–20, 21–24 <p><u>Critical analysis:</u></p> <ul style="list-style-type: none"> Camardelle, A. & Khalfani, R. (2020). <i>Cash matters: Reimagining anti-racist TANF policies in Georgia</i>. Atlanta: Georgia Budget & Policy Institute. <p><u>Part II: Food and Nutrition Security</u></p> <p><u>Policy Basics:</u></p> <ul style="list-style-type: none"> SNAP WIC <p><u>Recommended:</u></p> <ul style="list-style-type: none"> Hoynes, H.W., & Schanzenbach, D.W. (2015). <i>U.S. food and nutrition programs</i> (NBER Working Paper 21057). Cambridge, MA: National Bureau of Economic Research. **Read pp. 1–3, 15–20, and 38–41. **Skim pages 3–15 (History of programs and rules); and 21–26; 28–38 (Program issues and impacts). Harvard Law School Food Law and Policy Clinic. (2017). <i>Good laws, good food: Putting local food policy to work for our communities</i>. **Read section VII: School food and nutrition education (pp. 127–143).
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		<p><u>Critical analysis:</u></p> <ul style="list-style-type: none"> • Healthy Food Policy Project. <i>How Siler City, NC, integrated healthy food access into pedestrian planning</i>. Available at http://healthyfoodpolicyproject.org/case-studies/siler-city-nc • Minoff, E. (2020, February). <i>The racist roots of work requirements</i>. Center for the Study of Social Policy. Available at: https://cssp.org/resource/racist-roots-of-work-requirements/
<p>Session 6 4/20/21</p>	<ul style="list-style-type: none"> • Policy response part 1 • Housing and community development • Employment and job training <p>Presentation: <i>Policy critiques 3 and 4</i></p>	<p>Part I: Housing and Community Development</p> <p><u>Policy Basics:</u></p> <ul style="list-style-type: none"> • Housing Choice Voucher Program • Project-Based Rental Assistance • Public Housing <p><u>Recommended:</u></p> <ul style="list-style-type: none"> • Collinson, R., Ellen, I.G., & Ludwig, J. (2015). <i>Low-income housing policy</i> (NBER Working Paper No. 21071). Cambridge, MA: National Bureau of Economic Research. **Read pp. 1 – 13 and 41 – 45. **Skim pages 13 - 17 (Program statistics), 17–29 (Review of program issues), and 29–41 (Review of program impacts). • Kimberlin, S., Tach, L., & Wimer, C. (2018). A renter’s tax credit to curtail the affordable housing crisis. <i>RSF: The Russell Sage Foundation Journal of the Social Sciences</i> February 2018, 4(2) 131–160. https://doi.org/10.7758/RSF.2018.4.2.07 (Read pages 131-146). • Joseph, M., & Yoon, M. (2016). <i>Mixed-income developments</i>. Available here. <p><u>Critical analysis:</u></p> <ul style="list-style-type: none"> • Solomon, D., Maxwell, C., & Castro, A. (2019, August). <i>Systemic inequality: Displacement, exclusion, and segregation</i>. Washington, DC: Center for American Progress. <p>Part I: Employment and Job Training</p> <p><u>Policy Basics:</u></p> <ul style="list-style-type: none"> • Minimum Wage • Unemployment Insurance • Federal Payroll Taxes <p><u>Recommended:</u></p> <ul style="list-style-type: none"> • Barnow, B.S., & Smith, J. (2015). <i>Employment and training programs</i>. (NBER Working Paper No. 21659). Cambridge, MA: National Bureau of Economic Research. **Read pp. 2–7, 35–53, and 121–125. **Skim pages 7–35 (Overview and history of employment & training programs in the U.S), pages 87–107 (Program Impacts), and 115–121 (Matching participants to services). • Dutta-Gupta, I., Grant, K., Eckel, M., & Edelman, P. (2016). <i>Lessons learned from 40 years of subsidized employment</i>

		<p>programs: A framework, review of models, and recommendations for helping disadvantaged workers. Washington, DC: Georgetown University, Center on Poverty and Inequality. **Read the executive summary.</p> <p>**Skim pages 2–18 (Subsidized employment as a promising tool).</p> <p><u>Critical analysis:</u></p> <ul style="list-style-type: none"> • Bird, K., & Okoh, C. (2016). <i>Employment pathways for boys and young men of color: Solutions and strategies that can make a difference</i>. Washington, DC: Center for Law and Social Policy. Publication available here. • Gold, S. J. (2016). A critical race theory approach to Black American entrepreneurship. <i>Ethnic and Racial Studies</i>, 39, 1697–1718.
<p>Session 7 4/27/21</p>	<ul style="list-style-type: none"> • Policy response part 3 • Financial capability and asset building • Course wrap-up <p>Presentation: Policy critique 5</p>	<p><u>Part I: Financial Capability and Asset Building (FCAB)</u></p> <p><u>Policy Basics:</u></p> <ul style="list-style-type: none"> • Individual Development Accounts • Tax Expenditures • Tax Exemptions, Deductions and Credits <p><u>Recommended:</u></p> <ul style="list-style-type: none"> • Sherraden, M. S. (2013). Building blocks of financial capability. In J. Birkenmaier, M. S. Sherraden, & J. Curley (Eds.), <i>Financial education and capability: Research, education, policy, and practice</i> (pp. 3–43). New York, NY: Oxford University Press. **Read pp. 3–26. • Huang, J., et al. (2017, March). <i>Start lifelong asset building with universal and progressive Child Development Accounts</i> (Grand Challenges for Social Work Initiative Policy Action). Cleveland, OH: American Academy of Social Work & Social Welfare. Publication available here. <p><u>Critical analysis:</u></p> <ul style="list-style-type: none"> • Hanks, A., Solomon, D., & Weller, C. (2018, February). <i>Systemic inequality: How America’s structural racism helped create the Black–White wealth gap</i>. • Weller, C. E., Maxwell, C., & Solomon, D. (2019, August). <i>Simulating how progressive proposals affect the racial wealth gap</i>. Publication available here.
4/30/21	Policy memo due at 5 pm (Sakai submission)	