

# Rhetorics of Gender and Poverty

## PS 33400/ ENGL 20171 / GSC 33656 / AFST 33706

### Fall 2015

*"Lost are the voices of mothers who receive welfare, yet speak with pride and strength."  
(Lucy Williams 1995)*

**Instructor:** Connie Snyder Mick, Ph.D.

Co-Director, Poverty Studies Interdisciplinary Minor |  
Director of Community-Based Learning, Center for  
Social Concerns

**Office:** 205 Geddes Hall

**Office Hours:** Tues. and Fri. 1:00-3:00 p.m. Please [use my Google calendar](#) to schedule.

**Class:** MW 12:30-1:45 p.m.; 117 O'Shaughnessy

**Contact Information:** Office phone: (574) 631-0498;  
email: [cmick@nd.edu](mailto:cmick@nd.edu).

#### Course Description

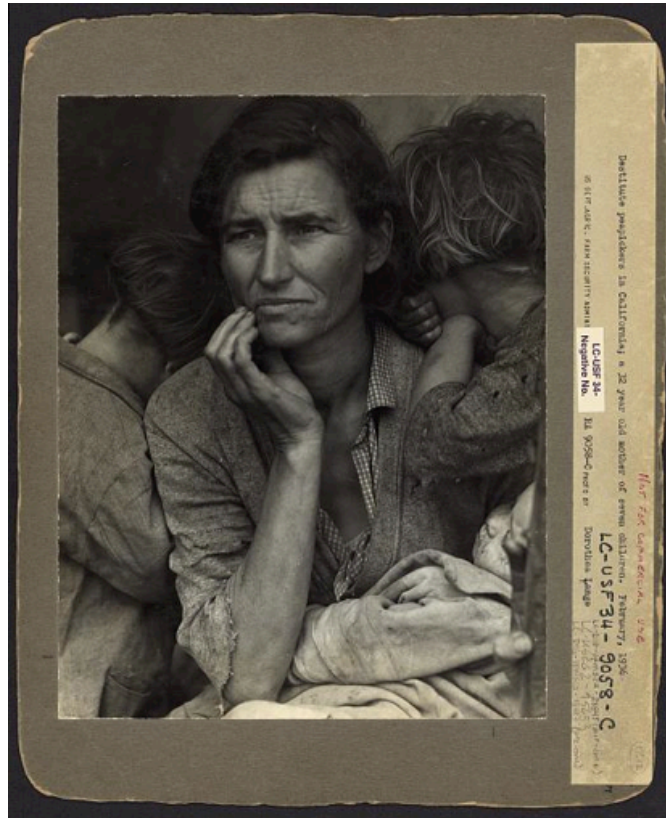
This course explores the rhetorical history and dynamics of what has been called the feminization of poverty, comparing statistics and stories in scholarly and popular media that often tell conflicting narratives of who is poor and why. We will ask how the picture of poverty has evolved over time exploring such representations as: Dorothea Lange's 1936 documentary photograph of the "Migrant Mother," Ronald Reagan's 1976 caricature of the Welfare Queen, the 2008 film *Slumdog Millionaire*, and Katherine Boo's 2012 book *Behind the Beautiful Forevers*. What does poverty look like in modern media (news, books, films, theatre, etc.)? Who gets to tell that story? How can we contribute to that conversation? To what extent do these representations not only reflect but shape public opinion and public policy? These questions will be grounded in theories and research on the intersection of gender, poverty, race, and rhetoric. They will also be framed by students' original community-based research supported by local community partners whose social service addresses gender and poverty. Community engagement time is limited and flexible. Final projects may be composed as traditional research or creative works.

#### Course Structure

Readings are organized to move us from first understanding the historic and current facts about how women and men experience poverty. We will ask: How might causes of poverty differ for women and men? How might public policies affect them differently?

Next, we'll layer in readings on narrative and rhetorical theory that help us understand how stories of vulnerable people are told. We will ask: What's the significance of first person and second person narration? What's an appropriate methodology for representing the stories of others through writing, photography, or other media? How successful has the news media been in following these principles? How can we compare the success of the news media to more creative representations of gender and poverty in literature and film?

Meanwhile, students will serve at the [Center for the Homeless](#) or [St. Margaret's House](#) to listen to people's stories and observe their experience firsthand. We will ask: How does poverty affect their daily lives? What policies--public or local (within the organization or city)--help or hurt them? How is their past connected to who they want to become?



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The course moves generally from domestic to international representations of poverty, with more emphasis on domestic as that is our primary point of reference for experiential learning. Students will determine topics for their larger projects with Professor Mick. The course also moves from developing our skills as purveyors of representations of poverty to producers of such in order to understand just how difficult it is to do justice to other people's stories even while we try to bear witness to them.

### Office Hours

My office is 205 Geddes Hall, just around the corner from the Poverty Studies administrative offices and lounge in 234 Geddes Hall. My office hours are scheduled for Tuesdays and Friday, 1:00-3:00 p.m.. Please [use my Google calendar](#) to reserve time during these hours or email me to schedule at a different time if these conflict with your regular obligations. I enjoy meeting with students, so don't hesitate to make an appointment!

I do read email during the workweek and try to respond to student messages within 48 hours of receipt. If an emergency arises and you will not be able to fulfill an important responsibility, **email me immediately**. You are not excused until I have confirmed this with you.

### Required Resources

The following resources are minimum requirements for full participation in the course. All books are available in the Bookstore and on [course reserves](#). You may find that additional materials are necessary to complete your assignments fully. I trust that you will acquire additional resources as needed to do your best work. I also expect you to have copies of our readings, either print or digital, **accessible during class so that we can do close readings**. I recommend that you have a three-ring binder for this course that you can use for print copies of key essays.

If you require financial assistance for any of your work, please let me know.

1. Shuman, Amy. *Other People's Stories*. (2010)
2. Sontag, Susan. *Regarding the Pain of Others*. (2003)
3. Finnegan, Cara A. *Picturing Poverty: Print Culture and FSA Photographs*. (2003)
4. Hancock, Ange-Marie. *The Politics of Disgust*. (2004) [Full text available free through ND course catalog.]
5. Livingston, Sonja. *Ghostbread*. (2009) [Full text available free through ND course catalog.]
6. Kristoff, Nicholas D. and Sheryl WuDunn. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. (2009)
7. Boo, Katherine. *Behind the Beautiful Forevers*. (2012)
8. Moore, Wes. *The Other Wes Moore: One Name, Two Fates*. (2010)

### Poverty News

The Institute for Research on Poverty at the University of Wisconsin-Madison provides a free email news service entitled the Poverty Dispatch accessible at <http://www.irp.wisc.edu/initiatives/outreach/dispatch.htm>. You may subscribe to this news service and receive weekly mailings by sending a request to [irppubs@ssc.wisc.edu](mailto:irppubs@ssc.wisc.edu) and asking for a subscription. Visiting the links provided is an excellent way to discover what issues are current as well as the variety of ways our 50 states respond to these issues. Note that this service concentrates almost exclusively on poverty in the United States.

The World Bank publishes several monthly newsletters, including the PovertyNet Newsletter, which "provides an update of new resources about understanding and alleviating poverty." You can subscribe at <http://newsletters.worldbank.org/newsletters/list.htm>.

### Writing Center

This course is writing intensive because such difficult subject matter needs to be considered with the reflective space and depth afforded by serious writing. I encourage you to form writing groups in the class where you can share drafts for constructive feedback, but I would also like to see each one of you take at least one draft of each major writing assignment to the Writing Center for feedback from peer tutors who will challenge you to do your sharpest thinking and best writing. Be

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sure to have a tutor note sent to me when you visit so that I can consider this in your participation grade. Visit <http://writingcenter.nd.edu/> to make an appointment.

### Attendance Policy

*The Academic Code* (reprinted in *Du Lac*) states “students are expected to attend classes regularly and punctually.” I have the same expectation as the University in this regard. Note that your attendance is graded indirectly. If you are not present you cannot contribute to discussion and consequently your participation grade will fall. You may not make up announced or unannounced quizzes given in your absence.

### Writing Deadlines

Papers turned in after the deadline will be lowered 10% of the full value per day (i.e., 10 points every 24 hours past the deadline for 100 point assignments, 20 points every 24 hours past the deadline for 200 point assignments). In special circumstances, I will waive this penalty if you make arrangements with me before the deadline.

### Honor Code

This class follows the binding Code of Honor at Notre Dame. The graded work you do in this class must be your own. In the case where you collaborate with other students make sure to fairly attribute their contribution to your project.

### Calculation of Course Grade

Final course grades will be based on the following grading scale, determined by *exact number of points*, not rounded up. You can follow your progress in Sakai. The University has proposed the following qualitative interpretations of letter grades:

	<b>100% FINAL GRADE</b>	<b>20% Participation In Class &amp; In Community</b>	<b>10% Forum Postings</b>	<b>10% The Other...</b>	<b>20% Researched Rhetorical Analysis</b>	<b>20% Oral History</b>	<b>20% Final Project</b>	<b>Extra Credit 20 points max</b>
A	940-1000 points	188-200	94-100	94-100	188-200	188-200	188-200	
A-	900-939 points	180-187	90-93	90-93	180-187	180-187	180-187	
B+	880-899 points	176-179	88-89	88-89	176-179	176-179	176-179	
B	840-879 points	168-175	84-87	84-87	168-175	168-175	168-175	
B-	800-839 points	160-167	80-83	80-83	160-167	160-167	160-167	
C+	780-799 points	156-159	78-79	78-79	156-159	156-159	156-159	
C	740-779 points	148-155	74-77	74-77	148-155	148-155	148-155	
C-	700-739 points	140-147	70-73	70-73	140-147	140-147	140-147	
D+	680-699 points	136-139	68-69	68-69	136-139	136-139	136-139	
D	640-679 points	128-135	64-67	64-67	128-135	128-135	128-135	
D-	600-639 points	120-127	60-63	60-63	120-127	120-127	120-127	
F	599 points or lower	119 or lower	59 points or lower	59 points or lower	119 or lower	119 or lower	119 or lower	

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- A (truly exceptional);
- A- (outstanding);
- B+ (very good);
- B (good);
- B- (more than adequate);
- C+ (acceptable – meets *all* basic standards);
- C (acceptable –meets *most* basic standards);
- C- (acceptable – meets *some* basic standards);
- D (minimally passing); and
- F (failing).

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## Participation (20%)

### Participation In Class

The quality of our class discussions depends on every student's preparation and participation. Prepare for the discussion by reading the assigned materials carefully and critically, putting them in conversation with all the readings and lectures we have absorbed. I would like to hear from everyone, every day. Not everyone will get to speak at length every day, but by the end of the semester you should be able to reflect on your participation with satisfaction. Note as well that it is important not to monopolize discussion, always being the first to speak, speaking at length every time, or not waiting for others to speak before responding again. Technology should be off.

To assist you in participating, I have designed three daily roles that you will each fill at least once: Opening, Discussion Facilitator, and Closing. See the syllabus for your assigned days. Your performance in these roles will be assessed holistically into your participation grade; ***if you do not fulfill a role assigned to you due to absence or lack of preparation (i.e. handouts aren't ready for discussion), 10 points will be deducted from your grade.*** You may switch with a classmate if you know in advance that you cannot cover an assigned role. Please let me know about this switch in advance.

### Role Descriptions:

**Opening:** When opening, be prepared to take just 5-10 minutes to help us focus on the content for the day. You may read something, share a current news article related to RGP, play a video, play music (recorded or live), have us focus on a picture or artwork--no boundaries on mode or medium. The only goal is that you help us come together and focus on our learning objectives.

**Discussion Facilitator:** As the Discussion Facilitator, you will be responsible for helping us focus on the most important issues from our daily reading and for helping us connect that to previous discussions. You must create a document no longer than one page, front and back, with key quotes, key insights, and key questions. Bring enough paper copies to class for everyone and post this onto the Sakai discussion board for the appropriate week. You may introduce additional texts that will help us understand the key points of the reading--videos, short readings, etc.--but the main focus should be on the assigned reading. In short, keep the conversation lively and participatory!

**Closing:** In closing, you will synthesize and reflect on the most significant take-aways from the class that day. What were the key moments and points? What are the remaining questions for us to consider or take up in future classes?

### Participation In Community

In addition to class participation, this course requires community participation for experiential learning so that we don't just theorize about representing life in poverty. Our engagement is designed to enhance our academic readings and enrich our writing while assisting local partners. We will discuss the details further with our partners in class and in on-site orientations. Each student should spend a minimum of 10 hours with the organization over the semester. You will work out placements and projects directly with the site partners and should treat that commitment with utmost professionalism so that you do not disappoint our partners and their clients who look forward to working with you. Poor work habits such as canceling work hours, showing up late, or disregarding site policies can damage our relationship with these organizations and erodes trust with the people you serve. I will talk with site administrators to assess the quantity and quality of your participation when assigning your final grade for participation. Active, positive engagement with the community is also assessed through your representation of such in class discussion, forum postings, and final projects.

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## Forum Postings (10%)

### Overview

We will use the Sakai Forum area to collect our thinking about our readings, writings, and community engagement each week. Ideal participation is one posting per week, either an original comment or response to someone else's posting. You may, of course, post more than once each week. You will not get credit for postings added after the week has passed. I read all postings but only post myself occasionally. Postings should be thoughtful, professional in tone, and add something beyond what we've discussed in class. Some weeks I will give a specific prompt, most weeks you can take the lead. If I haven't posted a prompt--don't wait for me. Each posting should:

1. Name the text or texts you address in the post (can be a quotation from a guest speaker, an article from headlines, etc.).
2. Name the main point of the original text to show you've read/watched/listened to it carefully.
3. Cite a key passage using MLA quotation for page number and use of quotation marks.
4. Connect specifically and thoughtfully to another reading or discussion we've shared.

When you are in charge of class facilitation, post a link to your handout. This will count as your posting for that week. If there is also a specific assignment for that week, you must do both.

You are eligible for 50 points pre-midterm and 50 points post-midterm. You may not receive more than 10 points per week. Each post is worth up to 10 points, based on the criteria outlined above.

## Researched Rhetorical Analysis (20%)

### Overview

The Researched Rhetorical Analysis paper is your opportunity to apply the theories we've discussed to a close reading of a text or texts that represent poverty and gender in some way. You can choose works of fiction or non-fiction in any type of media. You will read many examples of the type of work I want you to do--Finnegan's analysis of photographs, for example--but your project will be much smaller scale. Your objective is to show how the target texts affirm or challenge prevailing narratives of gender and poverty, or perhaps introduce an entirely new narrative or counter-narrative.

Your argument should be framed and supported with sources we use in class, or additional sources you find independently (be sure to look at the recommended readings as well). Your paper should take a rhetorical stance, looking at how the target texts make meaning through design elements such as word choice and arrangement.

You will present your argument to the class on a date specified in the syllabus. You may use visual aids to help organize your argument. The presentation should be 8-10 minutes long.

### Research Rhetorical Analysis Guidelines

- 5-7 pages long
- 3-10 sources
- See calendar for deadlines

### Ideas for Target Texts (See course reserves for additional texts)

- *Claudine* (streamed on Sakai)
- *Boyz in the Hood* (streamed on Sakai)
- *Ghostbread*, Sonja Livingston
- *The Blue Sweater*, Jacqueline Novogratz
- [Tatoos on the Heart, Fr. Greg Boyle](#)
- *G-Dog*, Fr. Greg Boyle Homeboys Industries documentary (streamed on Sakai)
- *A Place at the Table* documentary on food insecurity (streamed on Sakai)
- *Men We Reaped*, Jasmyn Ward

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- Collection of StoryCorps narratives that deal with poverty, for example:
  - [“Forging a Different Parenting Path”](#)
  - [“Herman and Sidney Blake”](#)
  - [“Correy and Gonzales”](#)
  - [“Jackson and Horan”](#)
  - [“Reginald Mason”](#)
  - [“Kris and Erika Kalberer”](#) (homeless family living in their car)

### The Other... (10%)

#### Overview

After reading *The Other Wes Moore: One Name, Two Fates* by Wes Moore, write your own version of this story. You can write this one of two ways: 1) based on a real situation in your life that is similar to the Moores', or 2) as pure imagination in which you fictionalize a person who shares your name and many of the same characteristics as you but whose life seems to have gone in a different way based on a few key events or circumstances. Make sure that you consider gender in this comparison, whether the other person is the same or a different gender from yourself.

While it's unlikely that you know someone who resembles you even in name, it is possible that you know someone in your lifetime—maybe even a relative or sibling—whose life has gone in a different direction than yours even though you share many of the same characteristics. Or maybe you've met someone while you're doing service, for example, who resembles you in many ways but seems not to have been able to reach a wonderful place like Notre Dame even though you see an intelligence and character in that person that reminds you of yourself. But it's also possible that you see a flourishing in that other person that you lack in some way. In other words, you might identify with Wes Moore the author or Wes Moore the inmate. Write a narrative that shows how those lives—which at one point seemed very similar—diverge into two different fates (acknowledging, of course, that you are still very young, that no one's fate is fixed, and that no *single* event or circumstance is likely the cause of such divergence).

If you can't think of a real example to narrate, create a fictional scenario. To do this, you first have to itemize your own privileges and poverties, and then think of a true explanation for those in your own life. Next, imagine the what-ifs that would have made things very different for you and write the other you for whom things went the other way, either positive or negative. Imagine that you hear about another person with your name and a similar early childhood, but who seems now to have a life “opposite” yours in terms of one or multiple privileges and social determinants. Consider the reasons why your fates diverged, whether due to circumstances of birth, e.g., gender, race, geography, physical ability, or more environmental circumstances, such as parents harmed by death, divorce, or disease that alter their ability to support you. Write a narrative in which your worlds connect in such a way that it's clear how a few key differences sent you on different paths, for better or worse. You can identify with Wes Moore the author or Wes Moore the inmate.

A successful essay for this assignment will challenge the notion of “fate” used in the title because the essay will show specific factors that cause lives to lean toward or away from flourishing. It will show how environmental or individual choices strengthen or weaken resilience in the areas of health, education, and/or income that nurture well-being.

#### The Other... Guidelines

- 3-7 pages long
- No outside sources required
- See calendar for deadlines

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## Oral History (20%)

### Overview

The Oral History gives you the opportunity to record and represent the story of someone who has experienced poverty in your own words. Our site partners at St. Margaret's House and at the Center for the Homeless will help arrange interviews for you. If you are working closely on the Fashioning Our Lives project for St. Margaret's House in which you are working with women to help them tell their own stories about poverty, you might not do a separate interview but might instead record what you learn throughout the process and write that woman's story in your own words, perhaps comparing your telling to the way she tells the story herself. We can be flexible to meet the specific expectations and circumstances of your site partners.

Post a draft of the questions you will use in your interview in Sakai in time for your peers and I to comment on them. It is important to have a solid list of questions before your interview, but it is also important to be in the moment and where there seems most potential as you are talking.

Record and transcribe the interview if your site partner and interviewee are willing. Submit the transcript with your paper. If they aren't willing or able to allow recording, take careful notes, distinguishing direct quotes from paraphrases and insights of your own. The time spent doing the interview (in one sitting or multiple sittings) counts toward your required community time.

Resources for asking good questions and representing stories ably and ethically:

- [StoryCorps Questions](#)
- [Step-by-Step Guide to Oral History](#)
- [Principles and Best Practices for Oral History](#)

Note that I do not expect professional quality oral histories, but I do expect professionalism in the process of interviewing, representing, and sharing these stories. These rhetorical skills of delivering those sacred stories is what we most want to develop in this course.

### Oral History Guidelines

- 3-7 pages long
- Transcript of interview if recorded, or careful notes if not
- No additional outside sources required
- See calendar for deadlines

## Final Project (20%)

### Overview

The Final Project is your opportunity to demonstrate what you've learned in the course, expressed in a way that is most useful and meaningful to you. This could take the form of a traditional research paper or a creative work (e.g., short story, multimedia argument). Your project could be something just for this class, or it could be something you produce on behalf of our community partners to assist their work (note that partners should collaborate in design if you chose this route).

Each student must submit a proposal for feedback and approval. Specific guidelines will be determined based on the type of project. Creative works should include an artist's statement explicitly explaining the purpose of the work and its connection to the course.

You will present your argument to the class on a date specified in the syllabus. You may use visual aids to help organize your argument. The presentation should be 8-10 minutes long.

### Final Project Guidelines

- Determined with Professor Mick to meet scope and scale expectations
- See calendar for deadlines



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### **Extra Credit (up to 20 points max)**

Opportunities will arise throughout the semester to attend lectures, watch films, or participate in events relevant to our study of rhetoric, gender, and poverty, and I want you all to be active participants in those events.

To receive credit, we must determine that the event counts for this purpose *before* it happens and determine the appropriate written and/or verbal response to the event: attendance alone will not earn credit. In most cases, to receive credit you must write a short reflection on the event and speak about that reflection in class immediately after the event. Both the written and the verbal response must be delivered within one week of the event and it is the student's responsibility to speak with the professor about meeting this expectation.

Students attending a lecture must write a 200-500 word reflection on the discussion and talk about the experience in class for a total of 10 points possible (if the lectures become available online, I might offer them as homework or extra credit for fewer points). Post this in the Sakai Forum "Extra Credit".

When you become aware of an event that should be considered for extra credit, please contact me through email or mention it in class/on Sakai as soon as possible so that others can participate as well. If you want to design and deliver an event, that is certainly possible as well.

You may up to 20 extra credit points total (10 points per event).

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## **Tentative Course Schedule**

Please understand that the following schedule is tentative and will change as the semester proceeds if we have good reasons to make adjustments.

**Reading assignments should be completed before class on the day they are listed. Check Sakai for official list of assignments--do not rely on a printout as revisions will be made frequently.**

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WE EK	DATE	ACTIVITIES & ASSIGNMENTS DUE
1	AUG. 26	<ul style="list-style-type: none"> <li>• Opening—Connie</li> <li>• Introductions—Everyone</li> <li>• ACTIVITIES:               <ul style="list-style-type: none"> <li>• Review Syllabus and Assignments</li> <li>• Discuss <a href="#">“The State of Poverty in America,” Peter Edelman</a></li> <li>• Discuss <a href="#">“Poverty by the Numbers,” Bill Moyers</a></li> <li>• Discuss <a href="#">“Why are Working People Invisible in Mainstream Media?” Amy Trout interview with Barbara Ehrenreich, Economic Hardship Reporting</a></li> <li>• <a href="#">“Poverty in America: Defining the New Poor.” NPR 2012</a></li> <li>• Discuss <a href="#">Appelbaum, Binyamin. “Study of Men's Falling Incomes Cites Single Parents.” NYT</a></li> <li>• Watch in class <a href="#">“Greg Kaufmann on the Truth About American Poverty.” Bill Moyers. Transcript.</a></li> </ul> </li> <li>• RECOMMENDED:               <ul style="list-style-type: none"> <li>• <a href="#">Leonhardt, David. “In Climbing the Income Ladder, Location Matters.” NYT</a></li> <li>• <a href="#">“New Report Reveals LGBT ‘Poverty Gap’.” salon.com</a></li> <li>• <a href="#">Badgett, M.V. Lee, and Laura E. Durson, &amp; Alyssa Schneebaum. June 2013. Williams Institute, UCLA</a></li> <li>• <a href="#">“Does Social Media Exacerbate ‘Poverty Porn’?”</a></li> </ul> </li> </ul>
	TBA	<b><i>Deadline to apply for <a href="#">Social Concerns Seminars</a>: 11:59pm, date TBA</i></b>
2	AUG. 31	<ul style="list-style-type: none"> <li>• READING DUE:               <ul style="list-style-type: none"> <li>• Shuman, Amy. <i>Other People’s Stories: Entitlement Claims and the Critique of Empathy</i>. Introduction and chapters 3, 5, and 6 [~90 pgs.]</li> <li>• <a href="#">Cline, Andrew. “Citizens or Objects: News Coverage of Poverty.”</a></li> <li>• Analyze <a href="#">“The Voices of Poverty Project”</a></li> <li>• Review <a href="#">Site Placement Descriptions</a> and consider what you’d like to do</li> </ul> </li> <li>• RECOMMENDED READING:               <ul style="list-style-type: none"> <li>• Bullock, Heather, Bernice Lott, and Karen Fraser Wyche. "'Making Room at the Table': Gender, Ethnic, and Class Inequities." <i>Handbook of Diversity in Feminist Psychology</i>, (2010): 479-1078.</li> <li>• Iceland, John. Chapters 1, 2, 4, 5. <i>Poverty in America: A Handbook</i> (2012).</li> <li>• Pimpare, Stephen. Introduction, Chapter 5, Chapter 6. <i>A People's History of Poverty in America</i>. New York: New Press, 2008.</li> <li>• Shipler, David. Preface, At the Edge, Sins of the Father. <i>The Working Poor: Invisible in America</i>.</li> </ul> </li> <li>• Opening—</li> <li>• Discussion Facilitator—</li> <li>• Closing—</li> </ul>

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3	<p>SEPT. 2</p> <ul style="list-style-type: none"> <li>• READING DUE: <ul style="list-style-type: none"> <li>• Show Some Skin: <a href="#">“Food Stamps”</a></li> <li>• Guest visit from <a href="#">Center for the Homeless</a> and <a href="#">St. Margaret’s House</a>. Read partner websites to understand mission of each organization.</li> <li>• Carlson, Marcia and Paula England. <a href="#">“Introduction: Social Class and Family Patterns in the United States.”</a> <i>Social Class and Changing Families in an Unequal America</i> (2011). [14 pgs.]</li> <li>• Goldberg, Gertrude Schaffner. <a href="#">"Chapter 9: Feminization of Poverty in the United States."</a> <i>Poor Women in Rich Countries</i>. Gertrude Schaffner Goldberg, ed. New York: Oxford UP, 2010.</li> <li>• <a href="#">Cunha, Darlena. “This is What Happened When I Drove My Mercedes to Pick Up Food Stamps.”</a></li> <li>• <a href="#">Jones, Vicki. “I’m on Food Stamps. Don’t Hate Me For It.” (2012). Sun Times.</a></li> <li>• <a href="#">Aguilar, Rose. “Old, Female, Homeless.” (2013). Economic Hardship Reporting</a></li> </ul> </li> <li>• RECOMMENDED READING: <ul style="list-style-type: none"> <li>• Giele, Janet Zollinger. <a href="#">“Chapter 3: The Gender Factor.”</a> <i>Family Policy and the American Safety Net</i>. [~20 pgs.]</li> <li>• Goldberg, Gertrude Schaffner. <a href="#">"Chapter 10" and “Chapter 11.”</a> <i>Poor Women in Rich Countries</i>. Gertrude Schaffner Goldberg, ed. New York: Oxford UP, 2010.</li> </ul> </li> <li>• ACTIVITIES: <ul style="list-style-type: none"> <li>• Guest presentations on mission, work, and measurements of success.</li> <li>• Group orientation and discussion of site projects.</li> </ul> </li> </ul>
<p>SEPT. 7</p> <ul style="list-style-type: none"> <li>• READING DUE: <ul style="list-style-type: none"> <li>• Sontag, Susan. <i>Regarding the Pain of Others</i>. New York: Farrar, Straus and Giroux, 2003.</li> <li>• <a href="#">“The Kevin Carter Story”--TIME</a></li> </ul> </li> <li>• RECOMMENDED READING: <ul style="list-style-type: none"> <li>• <a href="#">The BangBang Club website</a> (warning: contains graphic photos and video)</li> <li>• <a href="#">The BangBang Club</a> —video on Reserves through Sakai</li> <li>• <a href="#">The Life of Kevin Carter: Casualty of the BangBang Club</a> —video on Reserves through Sakai</li> <li>• Stolberg, Sheryl Gay. <a href="#">“On the Edge of Poverty: At the Center of a Debate on Food Stamps” NYT 9-5-13</a></li> </ul> </li> <li>• Opening—</li> <li>• Discussion Facilitator—</li> <li>• Closing—</li> </ul>	

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	SEPT. 9	<ul style="list-style-type: none"> <li>• READING DUE:             <ul style="list-style-type: none"> <li>• Watch <i>Stranger With a Camera</i> at Prof. Mick's house or on <a href="#">Reserves through Sakai</a> if you can't join us.</li> <li>• <a href="#">POV Interview with director, Elizabeth Barret (2000)</a>. <a href="#">SWAC Transcript</a> (transcript useful if you want to write about this film).</li> <li>• <a href="#">"Poverty, USA." Newsweek. 2-17-64</a></li> <li>• View <a href="#">Hollow Documentary</a> (This multimedia website contains rich videos, music, photos, and interactive media. Access it on a computer that can display such.)</li> <li>• <a href="#">Potts, Monica. "Pressing Upward Way."</a></li> </ul> </li> <li>• Opening—</li> <li>• Discussion Facilitator—</li> <li>• ACTIVITIES:             <ul style="list-style-type: none"> <li>• Discuss <i>Stranger With a Camera</i></li> <li>• Videos and photos of the era: James Agee, Walker Evans, etc.</li> </ul> </li> <li>• Closing—</li> </ul>
4	SEPT. 14	<ul style="list-style-type: none"> <li>• READING DUE:             <ul style="list-style-type: none"> <li>• Finnegan, Cara. <i>Picturing Poverty: Print Culture and FSA Photographs</i> (2003).</li> <li>• <a href="#">Miller, Bob, "The Poor Forgotten Man" (Lyrics 1932)</a></li> <li>• Dixon, Maynard, <a href="#">Forgotten Man</a> (1934 painting)</li> <li>• Review <a href="#">Library of Congress FSA Photos</a></li> </ul> </li> <li>• RECOMMENDED READING:             <ul style="list-style-type: none"> <li>• <a href="#">Finnegan, Cara. "Documentary as Art in 'U.S. Camera'." Rhetoric Society Quarterly, 31.2 (2001): 37-68.</a></li> </ul> </li> <li>• Opening—Geraldine</li> <li>• Discussion Facilitator—Shannon S.</li> <li>• Closing—Dana</li> </ul>
	Off camps visit to WIC TBA	<ul style="list-style-type: none"> <li>• Read <a href="#">Supplemental Nutrition Assistance Program (SNAP) history</a></li> <li>• Review <a href="#">WIC site</a></li> <li>• Work through the <a href="#">WIC Prescreening Tool</a></li> <li>• <a href="http://www.npr.org/blogs/thesalt/2013/10/01/228159840/shutdown-leaves-program-feeding-women-and-infants-in-lurch">http://www.npr.org/blogs/thesalt/2013/10/01/228159840/shutdown-leaves-program-feeding-women-and-infants-in-lurch</a></li> </ul>

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	SEPT. 16	<ul style="list-style-type: none"> <li>• READINGS:             <ul style="list-style-type: none"> <li>• <a href="#">Kendall, Diana E. Framing Class: Media Representations of Wealth and Poverty in America.</a> Lanham, Md: Rowman &amp; Littlefield Publishers, 2011. [Selected chapters in Resources folder in Sakai]</li> <li>• <a href="#">“From ‘Good Times’ to ‘Honey Boo Boo’: Who Is Poor on TV?”</a> NPR</li> </ul> </li> <li>• READ ONE OF THE FOLLOWING (ASSIGNED IN CLASS). Before class, post a one-pager of key quotes, key insights, key questions on your article <a href="#">in the Forum for this week</a>. This will count as your Forum posting for the week:             <ol style="list-style-type: none"> <li>1. Bullock, Heather, Karen Fraser Wyche, and Wendy R. Williams. <a href="#">"Media Images of the Poor."</a> <i>Journal of Social Issues</i>, 57.2 (2001): 229-246.</li> <li>2. Murphy, Mary. <a href="#">"Picture/Story: Representing Gender in Montana Farm Security Administration Photographs."</a> <i>Frontiers: A Journal of Women Studies</i>, 22.3 (2001): 93-115.</li> <li>3. Boris, E. <a href="#">"On Cowboys and Welfare Queens: Independence, Dependence, and Interdependence at Home and Abroad."</a> <i>Journal of American Studies</i>, 41 (2008): 599-621.</li> </ol> </li> <li>• Opening—</li> <li>• Discussion Facilitator—</li> <li>• Closing—</li> </ul>
5	SEPT. 21	<ul style="list-style-type: none"> <li>• READING:             <ul style="list-style-type: none"> <li>• <i>The Other Wes Moore: One Name, Two Fates</i> by Wes Moore</li> </ul> </li> <li>• RECOMMENDED:             <ul style="list-style-type: none"> <li>• <a href="#">Wes Moore website</a></li> <li>• <a href="#">TedTalk--Wes Moore: How to Talk to Veterans About War</a></li> </ul> </li> <li>• Opening—</li> <li>• Discussion Facilitator—</li> <li>• Closing—</li> </ul>
	SEPT. 23	<ul style="list-style-type: none"> <li>• READING DUE:             <ul style="list-style-type: none"> <li>• <a href="#">“20 Things the Poor Do Every Day That the Rich Never Have to Worry About”</a></li> <li>• <a href="#">“Being Poor Changes Your Thinking About Everything”</a></li> <li>• <a href="#">“Mayor’s Conference on Wage Gap Key Findings”</a></li> <li>• <a href="#">“Move Out, Move Up—Tracking Baltimore Mobility Project”</a></li> <li>• <a href="#">“Poverty as a Childhood Disease”</a></li> <li>• <a href="#">“Poor Neighborhoods More to Blame Than Poor Parents for Childhood Obesity”</a></li> <li>• Krumer-Nevo, Michal. <a href="#">"Listening to 'Life Knowledge': A New Research Direction in Poverty Studies."</a> <i>International Journal of Social Welfare</i>, 14.2 (2005): 99-106.</li> </ul> </li> <li>• RECOMMENDED READING:             <ul style="list-style-type: none"> <li>• Dickson-Swift, Virginia, Erica James, and Pranee Liamputtong. <a href="#">Undertaking Sensitive Research in the Health and Social Sciences: Managing Boundaries, Emotions and Risks.</a> Cambridge: Cambridge University Press, 2008.</li> <li>• Liamputtong, Pranee. <a href="#">Introduction, Chapter 7, Chapter 8. Performing Qualitative Cross-Cultural Research.</a> New York: Cambridge University Press, 2010.</li> </ul> </li> <li>• GUEST: Bonnie Bazata, <a href="http://www.sjcbridges.org/">Bridges Out of Poverty</a> <a href="http://www.sjcbridges.org/">http://www.sjcbridges.org/</a> and colleagues</li> </ul>
	SEPT. 24	<p><a href="#">The Other...</a> Assignment Due by 11:55PM</p>

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6	SEPT. 28	<ul style="list-style-type: none"><li>• READING:<ul style="list-style-type: none"><li>• READ <b>ONE</b> OF THE FOLLOWING (ASSIGNED IN CLASS). <i>Post a summary and analysis of your article on the Discussion Board by 11:59a.m. Sept 29 (before class):</i><ol style="list-style-type: none"><li>1. Gilens, Martin. <a href="#">"Race and Poverty in America: Public Misperceptions and the American News Media."</a> <i>Public Opinion Quarterly</i>, 60.4 (1996): 515-541.</li><li>2. Gilliam, Franklin D., Jr. <a href="#">"The 'Welfare Queen' Experiment: How Viewers React to Images of African-American Mothers on Welfare."</a> Nieman Reports: Nieman Foundation for Journalism at Harvard. Summer 1999.</li><li>3. Clawson, Rosalee, and Rakuya Trice. <a href="#">"Poverty as We Know It."</a> <i>Public Opinion Quarterly</i>, 64.1 (2000): 53-64.</li><li>4. Olson, MM, K Muhammad, L Rodgers, and M Karim. <a href="#">"Picture This: Images and Realities in Welfare to Work."</a> <i>Affilia-Journal of Women and Social Work</i>, 15 (2000): 329-344.</li><li>5. Hays, Sharon. <a href="#">"Flat Broke with Children: Women in the Age of Welfare Reform. Chapter 1"</a> (2003).</li><li>6. Misra, Joya, Stephanie Moller, and Marina Karides. <a href="#">"Envisioning Dependency: Changing Media Depictions of Welfare in the 20th Century."</a> <i>Social Problems</i>, 50.4 (2003): 482-504.</li><li>7. Kohler-Hausmann, J. <a href="#">"The Crime of Survival': Fraud Prosecutions, Community Surveillance, and the Original 'Welfare Queen'."</a> <i>Journal of Social History</i>, 41 (2008): 329-32+.</li><li>8. Bloom, Leslie Rebecca. <a href="#">"When One Person Makes It, We All Make It': A Study of Beyond Welfare, a Women-centered Community-based Organization That Helps Low-income Mothers Achieve Personal and Academic Success."</a> <i>International Journal of Qualitative Studies in Education (QSE)</i>, 22.4 (2009): 485-503.</li><li>9. Kelly, Maura Department of Sociology. <a href="#">"Regulating the Reproduction and Mothering of Poor Women: The Controlling Image of the Welfare Mother in Television News Coverage of Welfare Reform."</a> <i>Journal of Poverty</i>, 14.1 (2010): 76-96.</li><li>10. Sullivan, Susan. <a href="#">"Living Faith: Everyday Religion and Mothers in Poverty. Chapter 5"</a> (2011). You can also read <a href="#">Introduction and Conclusion</a> if you want to.</li><li>11. Trice, Mary E. School of Communication, University of Akron. <a href="#">"Credible Workers and Deserving Mothers: Crafting the 'Mother Tongue'"</a> in <i>Welfare Rights Activism, 1967–1972.</i> <i>Communication Studies</i>, 63.1 (2012): 1-17.</li><li>12. Fremstad, Shawn. <a href="#">"Media Coverage of Poverty: Quality, Not Just Quantity, Matters."</a> <i>CEPR</i></li></ol></li><li>• Discussion Facilitator—Connie</li></ul></li><li>• ACTIVITIES:<ul style="list-style-type: none"><li>• Before class, post a one-pager on key quotes, key insights, key questions in the <a href="#">Sakai Forum for this day</a> (you are not required to bring print copies). This will count as your Forum posting for the week. Present <i>brief</i> summary and analysis of assigned article. Class will compare readings.</li></ul></li><li>• Closing—</li></ul>
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## PS 33400: Rhetorics of Gender and Poverty

	SEPT. 30	<ul style="list-style-type: none"> <li>• READING:             <ul style="list-style-type: none"> <li>• Edin, Kathryn, and Maria Kefalas. <a href="#">Preface, Introduction</a>. <i>Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage</i> (2005, 2011). [~26 pgs. These and other selected chapters in Resources folder in Sakai].</li> <li>• Edin, Kathryn and Timothy J. Nelson. "Introduction." <i>Doing the Best I Can: Fatherhood in the Inner City</i> (2013). [17 pgs.]</li> </ul> </li> <li>• RECOMMENDED READING             <ul style="list-style-type: none"> <li>• Williams, Jean Calterone. "Domestic Violence and Poverty: The Narratives of Homeless Women." <i>Frontiers: A Journal of Women Studies</i>, 19.2 (1998): 143-165.</li> <li>• <a href="#">Kathy Edin talk at Shepherd Conference</a></li> </ul> </li> <li>• Opening—</li> <li>• Discussion Facilitator—</li> <li>• Closing—</li> </ul>
7	OCT.5	<ul style="list-style-type: none"> <li>• READING:             <ul style="list-style-type: none"> <li>• Hancock, Ange-Marie. <i>The Politics of Disgust</i>. [Can read conclusion only of chapter 4; full text in other chapters. Full text available digitally through Hesburgh catalog. Physical book on reserve as well.]</li> <li>• <a href="#">Homeless in L.A. photos</a></li> </ul> </li> <li>• RECOMMENDED READING:             <ul style="list-style-type: none"> <li>• Rose, M. and Baumgartner, F. R. (2013), "<a href="#">Framing the Poor: Media Coverage and U.S. Poverty Policy, 1960–2008.</a>" <i>Policy Studies Journal</i>, 41: 22–53.</li> </ul> </li> <li>• Opening— (feel free to use homeless photos listed in reading)</li> <li>• Discussion Facilitator—</li> <li>• Closing—</li> </ul>
	OCT. 7	<ul style="list-style-type: none"> <li>• READING:             <ul style="list-style-type: none"> <li>• Livingston, Sonja. <i>Ghostbread</i>. [Full text available through Hesburgh Library catalog.]</li> </ul> </li> <li>• Opening—</li> <li>• Discussion Facilitator—</li> <li>• Closing—</li> </ul>
8	OCT. 12	<ul style="list-style-type: none"> <li>• READING:             <ul style="list-style-type: none"> <li>• None</li> </ul> </li> <li>• ACTIVITIES:             <ul style="list-style-type: none"> <li>• Researched Rhetorical Analysis Presentations                 <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> </ol> </li> </ul> </li> </ul>



## PS 33400: Rhetorics of Gender and Poverty

	OCT. 14	<ul style="list-style-type: none"> <li>• READING: <ul style="list-style-type: none"> <li>• None</li> </ul> </li> <li>• ACTIVITIES: <ul style="list-style-type: none"> <li>• Researched Rhetorical Analysis Presentations</li> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> </ul> </li> </ul>
	OCT. 16	<b>RESEARCHED RHETORICAL ANALYSIS DUE by 11:55 p.m. in Sakai.</b>
<b>9</b>	<b><i>Fall Break: Enjoy! October 17-25, 2015</i></b>	
<b>10</b>	OCT. 26	<ul style="list-style-type: none"> <li>• READING: <ul style="list-style-type: none"> <li>• Watch <i>Claudine</i> (92 mins.) on Reserves through Sakai</li> </ul> </li> <li>• RECOMMENDED READING: <ul style="list-style-type: none"> <li>• <a href="#">Poo, Ai-jen. "Building a Caring Economy." Oxfam</a></li> </ul> </li> <li>• Opening—</li> <li>• Discussion Facilitator—</li> <li>• Closing—</li> </ul>
	OCT. 28	<ul style="list-style-type: none"> <li>• READING: <ul style="list-style-type: none"> <li>• <a href="#">Mehta, Nazneen. "Opposing Images: 'Third World Woman' and 'Welfare Queen'." <i>Women's Policy Journal of Harvard</i>, 7 (2010): 65-70.</a></li> <li>• <a href="#">Demby, Gene. "The Truth Behind the Lies of the Original 'Welfare Queen'."</a></li> <li>• <a href="#">Sweetman, Caroline. "Editorial." <i>Gender, Development, and Poverty</i>. [7 pgs.]</a></li> </ul> </li> <li>• Opening—</li> <li>• Discussion Facilitator—</li> <li>• Closing—</li> </ul>
<b>11</b>	NOV. 2	<ul style="list-style-type: none"> <li>• READING: <ul style="list-style-type: none"> <li>• <a href="#">Nussbaum, Martha C. <i>Women and Human Development: The Capabilities Approach</i>. [Selected chapters in Resources folder in Sakai]</a></li> <li>• <a href="#">Jenner, Charlotte. "Silence Speaks." <i>The Guardian</i></a>; Review website <a href="#">CAMFED.org</a></li> </ul> </li> <li>• Opening—</li> <li>• Discussion Facilitator—</li> <li>• Closing—</li> </ul>
<b>?</b>	NOV. 4	<ul style="list-style-type: none"> <li>• <b>Class cancelled</b> so that those who can attend the St. Margaret's House "Fashioning Our Lives" event can do so.</li> </ul>
	TBA	"Fashioning Our Lives" Luncheon by St. Margaret's House, TBA. Inn at Saint Mary's. The CSC is providing a table (with limited seats) for you! Please r.s.v.p. to Connie and honor your reservation.

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12	NOV. 9	<ul style="list-style-type: none"> <li>• READING: <ul style="list-style-type: none"> <li>• Watch <i>Half the Sky</i> Parts 1 and 2 on Sakai Video Reserves (or Netflix)</li> <li>• Review <a href="#">Half the Sky</a> Website</li> <li>• <i>Half the Sky</i> [Chapters 1-8]</li> <li>• Review: <a href="#">Half the Sky Movement: Screening Guide</a></li> </ul> </li> <li>• Opening—Connie</li> <li>• Discussion Facilitator—</li> <li>• ACTIVITIES: <ul style="list-style-type: none"> <li>• Discuss <i>Half the Sky</i> [Chapters 1-8]</li> <li>• Watch clips of <i>Half the Sky</i> Film</li> </ul> </li> <li>• Closing—</li> </ul>
	NOV. 11	<ul style="list-style-type: none"> <li>• READING: <ul style="list-style-type: none"> <li>• <i>Half the Sky</i> [Chapters 9-14]</li> </ul> </li> <li>• RECOMMENDED: <ul style="list-style-type: none"> <li>• North, Anna. <a href="#">"The Anti-Nicholas Kristof Backlash."</a></li> <li>• Moore, Anne Elizabeth and Melissa Gira Grant. <a href="#">"Nicholas Kristof: Half the Sky, All the Credit."</a></li> <li>• Mathers, Kathryn. <a href="#">"Mr. Kristof, I Presume?"</a></li> <li>• Redden, Joanna. <a href="#">"Poverty in the News: A Framing Analysis of Coverage in Canada and the UK."</a> <i>Information, Communication &amp; Society</i>, 14.6 (2011): 820-849.</li> </ul> </li> <li>• Opening—</li> <li>• Discussion Facilitator—</li> <li>• ACTIVITIES: <ul style="list-style-type: none"> <li>• Discuss <i>Half the Sky</i> [Chapters 9-14]</li> <li>• Watch some clips of <i>Half the Sky</i> Film</li> </ul> </li> <li>• Closing—</li> </ul>
13	NOV. 16	<ul style="list-style-type: none"> <li>• READING: <ul style="list-style-type: none"> <li>• None. Come prepared to discuss thoughts on final project.</li> </ul> </li> <li>• RECOMMENDED READING: <ul style="list-style-type: none"> <li>• Stanczak, Gregory C. Chapter 1, Chapter 2. <a href="#">Visual Research Methods: Image, Society, and Representation</a>. Los Angeles: Sage Publications, 2007.</li> </ul> </li> <li>• Opening—</li> <li>• Discussion Facilitator—</li> <li>• ACTIVITIES: <ul style="list-style-type: none"> <li>• Review texts such as: <ul style="list-style-type: none"> <li>• <i>Photography as Activism</i> Light, Ken.</li> <li>• <i>Witness in Our Time</i></li> <li>• <i>I Live Here</i></li> <li>• <i>Design of Dissent</i></li> </ul> </li> </ul> </li> <li>• Closing—</li> </ul>

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	NOV. 18	<ul style="list-style-type: none"> <li>• READING:             <ul style="list-style-type: none"> <li>• Boo, Katherine. <i>Behind the Beautiful Forevers</i> [First half: Part 1 and Part 2. Book on reserve at library.]</li> <li>• <a href="#">“Gang Rape in India, Routine and Invisible”</a></li> <li>• <a href="#">John Green on Behind the Beautiful Forevers</a></li> </ul> </li> <li>• Opening—</li> <li>• Discussion Facilitator—</li> <li>• Closing—</li> </ul>
14	NOV. 23	<ul style="list-style-type: none"> <li>• READING:             <ul style="list-style-type: none"> <li>• Boo, Katherine. <i>Behind the Beautiful Forevers</i> [Second half: Part 3 and Part 4]</li> </ul> </li> <li>• Opening—</li> <li>• Discussion Facilitator—</li> <li>• ACTIVITIES:             <ul style="list-style-type: none"> <li>• Watch clips of <i>Slumdog Millionaire</i></li> <li>• Review <a href="#">Behind the Beautiful Forevers</a> Website</li> <li>• <a href="#">“Poverty Reporting: Emily Brennan Interviews Katherine Boo”</a></li> <li>• <a href="#">Basu, Moni. “Poverty Tours: A Learning Experience or Simply Gawking?”</a></li> </ul> </li> <li>• Closing—</li> </ul>
	NOV. 24	<ul style="list-style-type: none"> <li>• <a href="#">Oral History</a> Due by 5:00PM. Note that this assignment can be submitted anytime. It might be difficult to schedule your interview, so start early.</li> <li>• Proposal Due by 5:00PM in Forum area.</li> </ul>
<b>Thanksgiving Break Nov. 25 - Nov. 29, 2015. Enjoy!</b>		
15	NOV. 30	<ul style="list-style-type: none"> <li>• READING             <ul style="list-style-type: none"> <li>• Fording, Richard, and Joseph L. Smith. <a href="#">“Barack Obama's 'Fight' to End Poverty: Rhetoric and Reality.”</a> <i>Social Science Quarterly</i> (Wiley-Blackwell), 93.5 (2012): 1161-1184. [Sakai]</li> </ul> </li> <li>OR             <ul style="list-style-type: none"> <li>• <a href="#">Adair, Vivyan. “Testimony Submitted to the U.S. Senate Committee on Finance. Hearing on Welfare Reform: A New Conversation on Women and Poverty.”</a></li> </ul> </li> <li>• Opening—</li> <li>• Discussion Facilitator—</li> <li>• Closing—</li> </ul>
	DEC. 2	<ul style="list-style-type: none"> <li>• FINAL PRESENTATIONS             <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> </li> </ul>
16	DEC. 7	<ul style="list-style-type: none"> <li>• FINAL PRESENTATIONS             <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> </li> </ul>

## PS 33400: Rhetorics of Gender and Poverty

	DEC.9	•FINAL PRESENTATIONS 1. 2. 3. 4.
	<b>DEC. 13</b>	<b><i>FINAL PROJECTS DUE in Sakai by 11:55 p.m. Sunday, December 13, 2015. Make arrangements with Dr. Mick to deliver materials that cannot be uploaded.</i></b>