

# PS 20000: Introduction to Poverty Studies

**Instructor:** Connie Mick—Co-Director, Poverty Studies Interdisciplinary Minor. Director of Social Concerns Seminars and Community-Based Learning, Center for Social Concerns.

**Office:** 205 Geddes Hall

**Class:** 349 DeBartolo, TR 11-12:15

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## Course Description

This course introduces students to academic research about the nature and consequences of poverty (in both advanced and developing nations), highlighting the contributions of scholars across the disciplines. We begin by examining several multifaceted definitions of poverty put forth by governments and non-governmental organizations (NGOs), and by mapping the incidence of poverty (geographically and demographically). We then examine a series of policy issues crowding the political agenda including low wage rates; sub prime lending practices; discrimination in hiring and promotion; enforcement of fair labor standards and treatment of low-skilled immigrants and migrant workers; inadequate access to quality education and health care; sexual abuse and broken families; and health issues related to the environment and nutrition.

We will explore these topics through a variety of resources and perspectives, frequently guided by local faculty, community, and students with expertise in these areas. These guests will discuss their personal and professional interest and understanding of poverty, explaining advantages and limitations of examining and addressing poverty through their disciplinary lens. Through this approach, students can gain insight into research projects and careers addressing poverty in various ways, and they will gain mentors who can assist them in those goals.

Throughout, the readings and lectures reveal that collaboration across the various disciplines enhances our understanding of what it means to be poor and of the array of interlocking problems that lead to poverty, and guides the formulation of policies to prevent and alleviate poverty.

It is my hope that by the end of the course you will be familiar with the approaches of the multiple disciplines engaged in poverty research and appreciate the difficulties of designing policies to address the challenges of life with low income. Equally important, I hope you will be familiar with the resources that will enable you to pursue poverty alleviation in greater depth into the future.

## 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 by appointment, although it's always good to catch me after class. When requesting an appointment, please indicate two or three times that are convenient for you and I will do my best to choose one of these times. Most days I will be working in my office and you are welcome to drop in. It is better, but not necessary, to call ahead.

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 replied to you.

## Required Readings

The following books are available at the ND Bookstore and at on line bookstores such as [BetterWorldBooks](http://BetterWorldBooks.com).

1. David K. Shieler, *The Working Poor: Invisible in America*. Alfred A. Knopf, 2004. ISBN-13: 978-0375708213 (pbk)
2. Ashwani Kumar, Jan Aart Scholte, Mary Kaldor, and Marlies Glasius, eds. *Global Civil Society Yearbook 2009: Poverty and Activism* (Global Civil Society - Year Books), June 4, 2009. ISBN: 978-1-84860-015-7 (pbk)
3. Kristen Lewis and Sarah Burd-Sharps. *The Measure of America 2010-2011: Mapping Risks and Resilience*. New York University Press, 2010. ISBN 978-0-8147-8380-1 (pbk)
4. John Iceland, *Poverty in America: A Handbook*. U of California Press, 2006. ISBN-13: 978-0-520-24841-0 (pbk)

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## 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>.

## Supplementary PowerPoint Slides

Some of our discussions may be supplemented by PowerPoint presentations available in Concourse. If I ask you to review a PPT presentation, please do so before coming to class and identify any questions you wish to ask.

## 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 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.

## Honor Code

My expectations regarding the sources you may consult including your classmates will be specified on each assignment. Deviations from my instructions will be considered a violation of the honor code.

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### Calculation of Course Grade

Your final course grade will be calculated as follows:

<b>Portfolio 25%</b>	250 points
<b>Midterm Exam 20%</b>	200 points
<b>Biographical Essay 15%</b>	150 points
<b>Final Essay 30%</b>	300 points
<b>Participation 10%</b>	100 points
<b>Extra Credit</b>	<i>Up to 50 points max</i>
<b>Total Points:</b>	<b>1000 points</b>

Final course grades will be based on the following grading scale, determined by *exact number of points*, not rounded up.

	<b>100% FINAL GRADE</b>	<b>25% Portfolio</b>	<b>20% Midterm</b>	<b>15% Biog. Essay</b>	<b>30% Final Essay</b>	<b>10% Participation</b>
<b>A</b>	940-1000 points	235-250	188-200	141-150	282-300	94-100
<b>A-</b>	900-939 points	225-234	180-187	135-140	270-281	90-93
<b>B+</b>	880-899 points	220-224	176-179	132-134	264-269	88-89
<b>B</b>	840-879 points	210-219	168-175	126-131	252-263	84-87
<b>B-</b>	800-839 points	200-209	160-167	120-125	240-251	80-83
<b>C+</b>	780-799 points	195-199	156-159	117-119	234-239	78-79
<b>C</b>	740-779 points	185-194	148-155	111-116	222-233	74-77
<b>C-</b>	700-739 points	175-184	140-147	105-110	210-221	70-73
<b>D+</b>	680-699 points	170-174	136-139	102-104	204-209	68-69
<b>D</b>	640-679 points	160-169	128-135	96-101	192-203	64-67
<b>D-</b>	600-639 points	150-159	120-127	90-95	180-191	60-63
<b>F</b>	599 points or lower	149 or lower	119 or lower	89 or lower	179 or lower	59 or lower

You might be interested to know that the University has proposed the following qualitative interpretations of letter grades:

- 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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## Portfolio (25%)

Each student will compile an electronic portfolio in Concourse that contains homework assignments, or on days when there is not a specific assignment, your thoughts about the reading assignments. You should create your own folder for this course and retain copies of all your assignments in case something is lost in Concourse. Always double check to ensure that documents are fully and properly uploaded in Concourse. Points will be deducted if work is not up loaded on time for any reason.

**Daily Pre-flection (130 points).** Your unfiltered thoughts on readings. If I do not make a specific assignment, you are to submit two questions, one key quotation, and a comment/observation that reflect your thoughts on the reading assignments for that day. These questions should be questions that you want to discuss in class. Much of our class discussion will be based on these questions; i.e., the quality of our discussion will rise and fall with the quality of your questions, so be thoughtful and identify issues of real concern and/ or interest to you. These are due by 11:59pm the night before class with just three exceptions: 1/18, 3/8, and 3/10 for a total of 26 entries. The questions and quotation are worth 1 point each, and the comment/observation is worth 2 points, for a total of 5 points each day. The maximum number of Daily Pre-flection points for the semester is 130 points.

**Online Discussion (120 points).** Because we have so many wonderful guest speakers joining us, I want our conversation to continue outside class through the Discussion Board in Concourse. This will allow us to follow up on ideas presented by speakers and students, dig into readings we might not get to in class, and share connections or concerns from your community engagement experience. Online discussion should follow the same expectations for scholarly engagement we adhere to in class—respectful tone, specific examples, connection of ideas from inside and outside class, and an openness to explore and keep the conversation going. You are free to engage here as much as you like, but a general rule of thumb is that you should initiate one posting and respond to one posting once a week. I will evaluate your new postings holistically six times over the semester:

1. January 28 (20 points)
2. February 11 (20 points)
3. February 25 (20 points)
4. March 25 (20 points)
5. April 8 (20 points)
6. May 6 (20 points)

Some days I may guide your posting with a specific prompt. If I don't, you should just jump right in. I will evaluate your postings not on the number of words but on the quality of your thinking, questioning, and responding. You may prefer to do a few longer postings or you may like to jump in many times as a conversation facilitator—there's not one correct model but I do want to see individual growth in the depth and type of contributions you make over the semester and I will compare the quality of postings within the class.

## Midterm Exam (20%)

The midterm exam will be a combination of true/false, multiple choice, and/or matching, and short-answer questions. The questions will be based on the assigned readings and class discussion. *Students with documented learning disabilities should consult me for accommodations and alternatives.*

Students may submit exam questions with answers for consideration through **March 3**. If your questions are selected for the exam, you will clearly have an advantage in answering them.

Makeup exams will only be administered for students whose absence is excused. Valid reasons for absences include job and internship interviews, illness, medical emergencies or deaths involving family members, participation in official university events, and so on. **Please notify me in advance in writing if you foresee that you will miss an exam. It is up to you to explain your absences.** If I do not receive a written explanation, I will count your absence as unexcused, you will not be allowed to make up the exam and you will receive an F for that exam.

Requests for re-grading examinations must be made in writing no later than one class day after the exams have been returned.

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### Biographical Essay (15%). DUE: Friday, April 1, 2011. 1000-1500 words.

#### *Biographical Essay Option 1*

An introduction to Poverty Studies is an introduction to the facts and figures about poverty worldwide, but it is also an introduction to the many faces of poverty. In this class, you will read many narratives about specific people confronting the challenges of poverty. Following the example of David Shipler, Jason DeParle, and others, this assignment requires you to write the story of one person affected by poverty based on your own firsthand interviews of that person: this is your turn to illuminate one more face of poverty.

Interviewees must consent to the interview after you explain its purpose (i.e., for use only in this class) and your process for conducting the interview (e.g., Will you record it? Will you use real names? How long and how many times will you conduct interviews?, etc.). Interviewees may be persons living in poverty now, persons who have come out of poverty, or persons whose fulltime work is to alleviate poverty. If you are working at a social service agency this semester, keep this assignment in mind and consider with whom you have a relationship that would be appropriate for this level of discussion. Some people may be troubled by such a request, while others will welcome the opportunity to speak with you in detail. Before making this request, talk with your supervisors to be sure they support your work and honor any guidelines they recommend. If you attend a Social Concerns Seminar over Spring Break, you are likely to find an excellent interviewee on your trip. The deadline for this paper is set later in the semester to allow you to write up your interview after break or to give you time to build a trusting relationship with someone in the local community.

I will not arrange interviews for you: one purpose of this assignment is to empower you to locate and engage persons living in poverty on your own. Please email me when you have identified your interviewee and provide me with a timeline for completing your project. Please contact me with any questions or concerns—I am happy to consult with you.

#### *Biographical Essay Option 2*

While the firsthand interview is my preferred method of completing this assignment, if you are not able to take that approach, you may write an analysis of a significant biography or autobiography of someone affected by poverty. My top recommendations are that you read *Ghostbread* by Sonja Livingston or *Brother, I'm Dying* by Edwidge Danticat. Both authors are coming to campus for the Women Writers Festival March 28-29, so you will have the rare opportunity of actually talking with these authors about their experience in addition to reading their powerful stories. You may also propose a different book but must get prior approval from me and must not be reading the book for another class. Your analysis should not summarize the book but instead analyze it using concepts from the course, showing how the examples and arguments of this particular story do or do not align with our readings and discussions. Your essay should have a thesis statement with subordinate claims that support your argument with examples from the book and from external sources when appropriate. Use MLA style to cite all texts quoted directly or paraphrased.

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### Final Essay (30%). DUE: 11:59pm Sunday, May 8.

#### *Final Essay Option 1: Community Engagement*

A substantial introduction to Poverty Studies includes contact with those affected by poverty and those trying to alleviate the affects of poverty. The community engagement approach to the final essay is therefore a powerful means of understanding poverty as it exists in the local community. Students taking this approach select a local social service agency working to alleviate poverty to volunteer with regularly throughout the semester. Students will be introduced to relevant agencies the first week of class and will be asked to commit to one and begin orientation the second week of class. Students must complete a minimum of 26 hours at the agency by May 3, typically in two-hour weekly shifts, to the satisfaction of their agency supervisor.

Students must post at least 8 journal entries, no more than one entry per week, by May 3. Entries should briefly describe and analyze events of that week employing concepts covered in class that same week; entries should be 250-500 words each.

The final requirement of this option is to write a cumulative reflection informed by course concepts and key engagement experiences. This 1250-1750 word essay may draw from earlier writings but should be a polished and focused analytical essay, quoting and citing relevant texts when necessary. This essay should rise beyond your personal reflections and experiences to analyze the mission and operations of the organization you have served. What role does/can/should this organization and others like it play in the future of poverty reduction?

#### *Final Essay Option 2: Community-Based Research*

Community-based research (CBR) invites academics to address research questions posed by community members. Many organizations in the South Bend area have questions about poverty that you could research for your final essay, shifting this class assignment into something practical and meaningful to the local community as well. If you are interested in this approach, you should talk with one of the CBR experts at the Center for Social Concerns within the first few weeks of the semester as your research may take most of the semester to complete. You must write to me with a **CBR project proposal by 11:59pm February 16, 2011** in order to take this approach. The proposal should describe the project, your confirmed partners, and the final deliverable, which may be a traditional paper or something more useful to the organization. I must approve this project for you to continue.

#### *Final Essay Option 3: Traditional Research*

If a community-based approach does not work for you or appeal to you given your personal and professional goals, you may write a more traditional researched argument based on course readings and discussions. Your research must extend beyond our course readings significantly to present an argument that expresses your expanding perspective on key issues related to poverty alleviation and reduction. This essay should be 5,000-6,250 words with at least 5 credible sources beyond those required for class.

### Class Participation (10%)

The quality of our class discussions is dependent 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. This is especially important because we have so many guests scheduled and it is important that you ask questions and engage issues while the experts are present.

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### **Extra Credit (up to 50 points max)**

Opportunities will arise throughout the semester to attend lectures, watch films, or participate in events relevant to our study of poverty and I want you all to be active participants in those events. When possible, we will build those into our regular homework portfolio. When that's not possible to require of everyone, I will offer extra credit points to be added to your total course points, tracked through your Participation grade. You may not exceed 50 extra points.

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.

For example, the University of Chicago's "Poverty, Promise, and Possibility" lecture series provides an amazing opportunity for you to engage in some of the most important conversations about urban poverty in Chicago. While it's not possible for me to require us all to attend, I want to support those who can by offering significant extra credit for the effort required. 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 20 points possible (if the lectures become available online, I may offer them as homework or extra credit for fewer points). I encourage you to attend and will help you with travel arrangements, so talk to each other now and plan a road trip. The complete lecture series topics and dates are available at: <http://uei.uchicago.edu/news/features/grahamclasses.shtml> .

When you become aware of an event that should be considered for extra credit, please contact me through email or mention it in class 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.

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## Tentative Course Schedule

Because I have not previously taught some of the materials listed in the assignments below, I am unsure about the time that we will want to devote to them. Moreover, you may want lengthen the discussion of certain materials while shortening others. To accommodate this need for flexibility, please understand that the following schedule is tentative and is subject to change as the semester proceeds. However, the posted exam and paper dates are fixed; the material covered on them will reflect what we have covered prior to them.

Reading assignments should be completed before class on the day they are listed.

	DATE	TOPICS/SPEAKERS	READING ASSIGNMENT DUE
1	1-18 TU	<b>GUEST: Annie Cahill Kelly</b> <i>Center for Social Concerns</i> <i>Director of Community</i> <i>Partnerships and Service-</i> <i>Learning</i>	Introductions
		<b>Defining and Measuring Poverty</b>	
2	1-20 TH	<ul style="list-style-type: none"> <li>Why measure poverty?</li> <li>Measuring economic poverty</li> <li>US Government methods for defining poverty and counting the poor</li> <li>How many people lived in economic poverty in 2009?</li> <li>Relative Poverty, Income Inequality, and Social Justice</li> </ul>	<p>Shipler, David. "Preface" and "Introduction." <i>The Working Poor</i>. New York: Vintage, 2005. ix-12.</p> <p>Iceland, John. "Chapter 1, " Chapter 2," "Chapter 3." <i>Poverty in America: A Handbook</i>. 1-37.</p> <p>Haveman, Robert. "What Does It Means to be Poor in a Rich Society?" <i>Focus</i> 26.2 (Fall 2009) 81- 83. <a href="http://www.irp.wisc.edu/publications/focus/pdfs/foc262n.pdf">http://www.irp.wisc.edu/publications/focus/pdfs/foc262n.pdf</a></p> <p>Review all the links below to get a sense of available data and resources: <a href="http://www.census.gov/hhes/www/poverty/poverty.html">http://www.census.gov/hhes/www/poverty/poverty.html</a></p> <p>Current Population Reports--Income, Poverty, and Health Insurance Coverage in the United States: 2009 <a href="http://www.census.gov/prod/2010pubs/p60-238.pdf">http://www.census.gov/prod/2010pubs/p60-238.pdf</a> (this is a huge PDF and will take some time to download; scan through it as you're interested)</p> <p>U.S. Census Bureau, Historical income tables—Income Inequality <a href="http://www.census.gov/hhes/www/poverty/data/historic/index.html">http://www.census.gov/hhes/www/poverty/data/historic/index.html</a></p> <p><b>ADDITIONAL RECOMMENDED READINGS:</b> <a href="#">Payne, Ruby K. "Introduction" and "Chapter 1." A Framework for Understanding Poverty. Highlands, TX: aha! Process Inc., 1996. 1-25.</a></p>
	<b>1-20 TH</b>	<b>11:59 pm Deadline for applying to a <a href="#">Social Concerns Seminar</a></b>	



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3	1-25 TU	<p><b>Economic Poverty in the U.S. Using the Official Measure</b></p> <p><b>GUESTS:</b> <a href="#">Mary Beckman</a>, <i>Professor of Economics and Director of Academic Affairs, Center for Social Concerns</i></p> <p><a href="#">Elaine Coldren</a> <i>Biology Major Poverty Studies Minor</i></p> <ul style="list-style-type: none"> <li>• What are the characteristics of those Americans most likely to experience poverty?</li> <li>• How does being Black affect the probability of being poor?</li> </ul>	<p>Iceland, John. "Chapter 4, " Chapter 5," "Chapter 6." <i>Poverty in America: A Handbook</i>. 38-117.</p> <p>Cancian, Maria and Sheldon Danziger. "Changing Poverty and Changing Antipoverty Policies." <i>Focus</i> 26.2 (Fall 2009) 1-6. <a href="http://www.irp.wisc.edu/publications/focus/pdfs/foc262a.pdf">http://www.irp.wisc.edu/publications/focus/pdfs/foc262a.pdf</a></p> <p><b>ADDITIONAL RECOMMENDED READINGS:</b> The Future of Children <a href="http://futureofchildren.org/">http://futureofchildren.org/</a></p> <p>Annie E. Casey Foundation and KidsCount data <a href="http://datacenter.kidscount.org/">http://datacenter.kidscount.org/</a></p> <p><a href="#">National Urban League, <i>The State of Black America 2010</i>, "Introduction to the 2010 Equality Index."</a></p> <p><a href="#">Hummer, Robert A. and Erin R. Hamilton. "Race and Ethnicity in Fragile Families." <i>The Future of Children</i> 20.2 Fall 2010. 113-131.</a></p> <p>Explore more on race through articles by Abigail and Stephan Thernstrom at: <a href="http://www.thernstrom.com/articles/index.html">http://www.thernstrom.com/articles/index.html</a></p>
4	1-27 TH	<p><b>GUEST:</b> <a href="#">Amitava Dutt</a>, <i>Professor of Economics and Political Science</i></p> <ul style="list-style-type: none"> <li>• Multidimensional Definitions of Poverty</li> <li>• Human Development Index</li> <li>• Human Poverty Index</li> </ul>	<p>Iceland, John. "Chapter 7, " Chapter 8." <i>Poverty in America: A Handbook</i>. 118-47.</p> <p><a href="#">Sen, Amartya. "Poverty as Capability Deprivation." <i>Development as Freedom</i>. New York: Alfred A. Knopf, 1999. 87-110.</a></p> <p><i>World Development Report 2000/2001, Attacking Poverty</i>, "Chapter 1: The Nature and Evolution of Poverty." 15-21. <a href="http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXT_POVERTY/0,,contentMDK:20195989~isCURL:Y~pagePK:148956~piPK:216618~theSitePK:336992,00.html">http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXT_POVERTY/0,,contentMDK:20195989~isCURL:Y~pagePK:148956~piPK:216618~theSitePK:336992,00.html</a></p> <p>Poverty Brief March 2010 <a href="http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,contentMDK:20040961~menuPK:34480~pagePK:64257043~piPK:437376~theSitePK:4607,00.html">http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,contentMDK:20040961~menuPK:34480~pagePK:64257043~piPK:437376~theSitePK:4607,00.html</a></p> <p>Human Development Reports and Indices <a href="http://hdr.undp.org/en/reports/global/hdr2010/">http://hdr.undp.org/en/reports/global/hdr2010/</a> Multidimensional Poverty Report <a href="http://hdr.undp.org/en/statistics/mpi/">http://hdr.undp.org/en/statistics/mpi/</a></p> <p>United Nations Development Programme <a href="http://www.undp.org/">http://www.undp.org/</a></p>
	1-28 F	<b>11:59 pm. New online Discussion Postings Evaluated. See criteria in syllabus (20 points)</b>	

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5	2-1 TU	<p><b>GUEST: <a href="#">Naomi Penny</a>,</b> <i>Community-Based Research Associate, Center for Social Concerns</i></p> <ul style="list-style-type: none"> <li>Human Development Report Applied to America</li> </ul>	<p><i>The Measure of America: American Human Development Report 2010-11 (MoA)</i>, Read the Forward, Key Findings, Introduction, and Chapter One. xiii-55.</p> <p>Review <a href="http://www.measureofamerica.org/">http://www.measureofamerica.org/</a></p> <p>Shipler, David. "Chapter 1: Money and its Opposite." <i>The Working Poor</i>. New York: Vintage, 2005. 13-38.</p>
6	2-3 TH	<ul style="list-style-type: none"> <li>The Meaning and Use of Poverty Statistics in a Global Context</li> </ul>	<p>Kumar, Ashwani et al., eds. "Introduction," "Chapter 1," and "Chapter 2." <i>Global Civil Society 2009: Poverty and Activism</i>. 1-57.</p> <p>Rosenberg, Tina. "To Beat Back Poverty, Pay the Poor." <i>The New York Times</i> 3 Jan. 2011. &lt;<a href="http://opinionator.blogs.nytimes.com/2011/01/03/to-beat-back-poverty-pay-the-poor/">http://opinionator.blogs.nytimes.com/2011/01/03/to-beat-back-poverty-pay-the-poor/</a>&gt;.</p>
7	2-8 TU	<p><b>GUEST: <a href="#">Jackie Smith</a>,</b> <i>Professor of Sociology</i></p> <ul style="list-style-type: none"> <li>Poverty in Developing Nations: an Overview</li> </ul>	<p>New Economics Foundation's Website "Growth Isn't Working": <a href="http://www.neweconomics.org/publications/growth-isn%E2%80%99t-working">http://www.neweconomics.org/publications/growth-isn%E2%80%99t-working</a></p> <p><a href="#">PDF of article</a>: Simms, Andrew and David Woodward. "Growth Isn't Working: The Uneven Distribution of Benefits and Costs From Economic Growth." <i>NEF</i> 23 Jan. 2006. &lt;<a href="http://www.neweconomics.org/publications/growth-isn%E2%80%99t-working">http://www.neweconomics.org/publications/growth-isn%E2%80%99t-working</a>&gt;.</p> <p><a href="#">Broad, Robin and John Cavanagh</a>. "The Hijacking of the Development Debate: How Friedman and Sachs Got It Wrong." <i>World Policy Institute Summer (2006)</i>: 21-30.</p> <p><a href="#">Weisbrot, Mark et al</a>. "The Scorecard on Globalization 1980-2000: Twenty Years of Diminished Progress." <i>Center for Economic and Policy Research</i> 11 Jul. 2001: 1-32.</p> <p><a href="#">Farmer, Paul</a>. "An Anthropology of Structural Violence." <i>Current Anthropology</i> 45.3 (2004): 305-25.</p> <p><b>ADDITIONAL RECOMMENDED READINGS:</b> Kumar, Ashwani et al., eds. "Chapter 9" and "Data Programme." <i>Global Civil Society 2009: Poverty and Activism</i>. 186-209 and 254-337.</p>

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8	2-10 TH	<p><b>GUEST: <a href="#">Melissa Paulsen</a>, Gigot Center for Entrepreneurial Studies</b></p> <ul style="list-style-type: none"> <li>Two Popular Opposing Development Strategies</li> </ul>	<p><a href="#">Sachs, Jeffrey. "Chapter One: A Global Family Portrait." <i>The End of Poverty</i>. New York: Penguin Books, 2005. 5-25.</a></p> <p>Easterly, William. "The Big Push Déjà Vu." <i>Journal of Economic Literature</i> 44.1 (March 2006) <a href="http://williameasterly.org/academic-work/peer-reviewed-publications/">http://williameasterly.org/academic-work/peer-reviewed-publications/</a></p> <p>Shipler, David. "Chapter 2: Work Doesn't Work" and "Chapter 5: The Daunting Workplace." <i>The Working Poor</i>. New York: Vintage, 2005. 39-76 and 121-41.</p>
	2-10 TH	<p><b>Screening and Discussion of <i>Inside Job</i>, 6:30pm   Discussion   9:30pm. Browning Cinema. 10 points extra credit for attendance and written analysis.</b></p>	
	2-11 F	<p><b>11:59 pm. New online Discussion Postings Evaluated. See criteria in syllabus (20 points)</b></p>	
		<p><b><i>A Decent Standard of Living: Housing</i></b></p>	
9	2-15 TU	<p>Introduction: What hardships do persons living in poverty endure?</p> <ul style="list-style-type: none"> <li>Housing needs</li> <li>Foreclosures</li> <li>U.S. Government programs</li> </ul>	<p><a href="#">Wilson, William Julius. "Chapter One" and "Chapter 6." <i>There Goes the Neighborhood</i>. New York: Vintage, 2006. (38 pgs).</a></p> <p>Center on Budget and Policy Priorities, "Poverty and Hardship Affect Tens Of Millions of Americans," <a href="http://www.cbpp.org/12-20-07pov.htm">http://www.cbpp.org/12-20-07pov.htm</a>. Be sure to read the four-page appendix and review the "Trends" link, which highlights current articles related to poverty.</p> <p>Global Issues: Social, Political, Economic and Environmental Issues That Affect Us All, <a href="http://www.globalissues.org/article/26/poverty-facts-and-stats">http://www.globalissues.org/article/26/poverty-facts-and-stats</a> . Click through related articles that interest you in the sidebar.</p> <p>Habitat for Humanity, <a href="http://www.hfhi.org/how/poverty.aspx">http://www.hfhi.org/how/poverty.aspx</a> Peruse the links for US Statistics and International Statistics.</p> <p>Search the Poverty Dispatch for foreclosures at <a href="http://www.irp.wisc.edu/dispatch/">http://www.irp.wisc.edu/dispatch/</a></p> <p>U.S. Department of Housing and Urban Development, <a href="http://www.hud.gov/">http://www.hud.gov/</a></p>
	2-16 W	<p><b>11:59pm Deadline for CBR proposals in Concourse</b></p>	

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10	2-17 TH	<p><b>GUEST: (tentative)</b></p> <ul style="list-style-type: none"> <li>• Homelessness/ Advocacy Groups</li>   <li>• Innovations in small shelters and homes</li> </ul>	<p>National Alliance to End Homelessness, <a href="http://www.endhomelessness.org/">http://www.endhomelessness.org/</a></p> <p>National Coalition for the Homeless <a href="http://www.nationalhomeless.org/">http://www.nationalhomeless.org/</a></p> <p>National Law Center on Homelessness and Poverty, <a href="http://www.nlchp.org/">http://www.nlchp.org/</a></p> <p>Aviv, Rachel. "Shelter for the Displaced." <i>New York Times Education Life</i>, Dec. 24, 2008. <a href="http://www.nytimes.com/2009/01/04/education/edlife/ideas-ubershelter-t.html?ref=edlife">http://www.nytimes.com/2009/01/04/education/edlife/ideas-ubershelter-t.html?ref=edlife</a></p> <p>Station, Elizabeth. "Container + Dreams = Home." <i>Notre Dame Business Magazine</i> Fall/Winter 2009. <a href="http://www.nd.edu/~ndbizmag/fall_winter2009/AHomeOfMyOwn.shtml">http://www.nd.edu/~ndbizmag/fall_winter2009/AHomeOfMyOwn.shtml</a></p>
<b>A Decent Standard of Living: Food</b>			
11	2-22 TU	<p><b>GUEST: Margie Pfiel,</b> <i>Professor of Theology</i></p> <ul style="list-style-type: none"> <li>• Global Hunger</li> </ul>	<p>The State of Food Insecurity Around the World, Food and Agriculture Organization of the United Nations, <a href="http://www.fao.org/publications/sofi/en/">http://www.fao.org/publications/sofi/en/</a></p> <p>Scan: United Nations World Food Programme, <a href="http://www.wfp.org/english/">http://www.wfp.org/english/</a>, especially <a href="http://www.wfp.org/aboutwfp/introduction/index.asp?section=1&amp;sub_section=1">http://www.wfp.org/aboutwfp/introduction/index.asp?section=1&amp;sub_section=1</a></p> <p>The Hunger Project, <a href="http://www.thp.org/">http://www.thp.org/</a></p>
12	2-24 TH	<ul style="list-style-type: none"> <li>• Hunger in the U.S.</li> <li>• How do we measure hunger in the U.S.?</li>   <li>• How do these measures compare with measures in developing nations?</li>   <li>• Advocates for the Hungry</li> </ul>	<p>USDA, Economic Research Service, Feeding America, Briefing Room, Food Security in the United States, <a href="http://www.ers.usda.gov/Briefing/FoodSecurity/">http://www.ers.usda.gov/Briefing/FoodSecurity/</a></p> <p>Center on Hunger and Poverty, <a href="http://www.wiserearth.org/organization/view/3639bc138caa8aa863036a4dcac775be">http://www.wiserearth.org/organization/view/3639bc138caa8aa863036a4dcac775be</a></p> <p><i>Hunger in America</i>, <a href="http://www.pbs.org/moyers/journal/04112008/profile4.html">http://www.pbs.org/moyers/journal/04112008/profile4.html</a> See particularly the 13 minute video at <a href="http://www.pbs.org/moyers/journal/07032009/watch2.html">http://www.pbs.org/moyers/journal/07032009/watch2.html</a></p> <p><i>Feeding America</i> <a href="http://feedingamerica.org/">http://feedingamerica.org/</a>, especially Faces of Hunger, Hunger 101, Hunger Study 2010</p>
	<b>2-25 F</b>	<b>Poverty Simulation Exercise: 2:00-4:30pm, JACC. Details TBA. 10 points extra credit possible for participation and written analysis.</b>	
	<b>2-25 F</b>	<b>11:59 pm. New online Discussion Postings Evaluated. See criteria in syllabus (20 points)</b>	

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		<b><i>A Decent Standard of Living: Gender-Based Violence and Inequities</i></b>	
13	3-1 TU	<p><b>GUEST: <a href="#">Susan St. Ville</a>,</b> <i>Associate Director of Academic Programs, Kroc Institute for International Peace Studies</i></p>	<p>Shipler, David. "Chapter 6: Sins of the Fathers." <i>The Working Poor</i>. New York: Vintage, 2005. 142-173.</p> <p><a href="#">Zielinski, David. "Child Maltreatment and Adult Socioeconomic Well-Being." National Institute of Mental Health, 33 (2009) 666-678.</a></p> <p>World Health Organization, Women, Gender and Health, <a href="http://www.who.int/gender/violence/en/index.html">http://www.who.int/gender/violence/en/index.html</a></p> <p>Kristof, Nicholas and Sheryl WuDunn. "The Women's Crusade." <i>New York Times Sunday Magazine</i> August 23, (2009): 28-39. <a href="http://www.nytimes.com/2009/08/23/magazine/23Women-t.html">http://www.nytimes.com/2009/08/23/magazine/23Women-t.html</a></p> <p>Mark Landler, "A New Gender Agenda," <i>New York Times Sunday Magazine</i>, August 23, 2009, pp. 40-43, <a href="http://www.nytimes.com/2009/08/23/magazine/23clinton-t.html">http://www.nytimes.com/2009/08/23/magazine/23clinton-t.html</a></p> <p>Tina Rosenberg, "The Daughter Deficit," <i>New York Times Sunday Magazine</i>, August 23, 2009, pp. 23-25, <a href="http://www.nytimes.com/2009/08/23/magazine/23FOB-idealab-t.html">http://www.nytimes.com/2009/08/23/magazine/23FOB-idealab-t.html</a></p> <p><b>ADDITIONAL RECOMMENDED READINGS:</b> Review "Feature Stories" by topic "Gender" to see what's happening around the world <a href="http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,menuPK:34459~pagePK:117705~piPK:64255477~theSitePK:4607~topicMDK:473885,00.html">http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,menuPK:34459~pagePK:117705~piPK:64255477~theSitePK:4607~topicMDK:473885,00.html</a></p>
14	3-3 TH	<p><b>GUEST: <a href="#">Brian Collier</a>,</b> <i>ACE Faculty of Supervision and Instruction</i></p>	<p>Watch <a href="#">Four Sheets to the Wind</a> on reserve at Hesburgh Library and streamed to Concourse link.</p> <p>If you have time, read Sherman Alexie's young adult novel <i>The Absolutely True Diary of a Part-Time Indian</i> (takes about 2 hours to read). On reserve at Hesburgh Library.</p>
15	3-8 TU	Review for Midterm	DEADLINE FOR SUBMITTING QUESTIONS FOR CONSIDERATION FOR MIDTERM EXAM
<b>16</b>	<b>3-10 TH</b>	<b>MIDTERM EXAM</b>	
	<b>3-12-3-20</b>	<b>Spring Break</b>	

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<b><i>A Long and Healthy Life</i></b>			
17	3-22 TU	<p><b>GUEST: <a href="#">Kristin Schrader-Frechette</a></b> (tentative), <i>O'Neill Family Professor of Philosophy and Concurrent Professor of Biological Sciences</i></p> <ul style="list-style-type: none"> <li>• Poverty, Environment, Health</li> </ul>	<p><i>The Measure of America: American Human Development Report 2010-11</i>. "Chapter 2: A Long and Healthy Life." 58-109.</p> <p>Additional required readings TBA</p> <p><b>ADDITIONAL RECOMMENDED READINGS:</b> Jennifer Brody, "The Global Epidemic of Childhood Obesity: Poverty, Urbanization, and the Nutrition Transition," <i>Nutrition Bytes</i>, Volume 8, Issue 2, 2002, <a href="http://repositories.cdlib.org/uclabiolchem/nutritionbytes/vol8/iss2/art1/">http://repositories.cdlib.org/uclabiolchem/nutritionbytes/vol8/iss2/art1/</a></p> <p>A Drewnowski, SE Specter. "Poverty and Obesity: The Role of Energy Density and Energy Costs." <i>American Journal of Clinical Nutrition</i>, 2004 <a href="http://www.ajcn.org/content/79/1/6.long">http://www.ajcn.org/content/79/1/6.long</a></p>
18	3-24 TH	<p><b>GUEST: Bonnie Bazata</b> (tentative), <a href="#">Bridges Out of Poverty</a></p> <ul style="list-style-type: none"> <li>• Health Care issues in developing nations—</li> <li>• AIDS</li> <li>• Health status and disparities among U.S. populations</li> </ul>	<p>Kumar, Ashwani et al., eds. "The Public's Perceptions of Global Problems." <i>Global Civil Society 2009: Poverty and Activism</i>. 327.</p> <p><i>Unnatural Causes</i> viewing—TBA <a href="http://www.pbs.org/unnaturalcauses/about_the_series.htm">http://www.pbs.org/unnaturalcauses/about_the_series.htm</a></p> <p>Swartz, Katherine. "Health Care for the poor: For whom, what care, and whose responsibility?" <i>Focus</i>, 26.2 (Fall 2009): 69-74. <a href="http://www.irp.wisc.edu/publications/focus/pdfs/foc262l.pdf">http://www.irp.wisc.edu/publications/focus/pdfs/foc262l.pdf</a></p> <p>Global Issues: Social, Political, Economic and Environmental Issues That Affect Us All, <a href="http://www.globalissues.org/article/26/poverty-facts-and-stats">http://www.globalissues.org/article/26/poverty-facts-and-stats</a></p> <p>Amsterdam Institute for International Development, <a href="http://www.aiid.org/index.php?ap=research&amp;sp=3">http://www.aiid.org/index.php?ap=research&amp;sp=3</a></p> <p>World Health Organization, Current and Previous Reports at: <a href="http://www.who.int/whr/en/index.html">http://www.who.int/whr/en/index.html</a></p>
	3-25 F	<b>11:59 pm. New online Discussion Postings Evaluated. See criteria in syllabus (20 points)</b>	

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	3-28 & 29	<b>Women Writers Festival</b> Nonfiction writers addressing poverty: <a href="#">Sonja Livingston</a> and <a href="#">Edwidge Danticat</a>	
19	3-29 TU	<b>GUEST: Sonja Livingston (tentative)</b>	Shipler, David. "Chapter 7: Kinship" and "Chapter 8: Body and Mind." <i>The Working Poor</i> . New York: Vintage, 2005. 174-230.  Excerpt from <i>Ghostbread</i>
20	3-31 TH	<ul style="list-style-type: none"> <li>Poverty and Cognitive Development</li> </ul>	<p>Paul Krugman, "Poverty is Poison," <i>New York Times</i>, February 18, 2008, <a href="http://www.nytimes.com/2008/02/18/opinion/18krugman.html?hp">http://www.nytimes.com/2008/02/18/opinion/18krugman.html?hp</a></p> <p>Jack P. Shonkoff, MD, FAAP, A Promising Opportunity for Developmental and Behavioral Pediatrics at the Interface of Neuroscience, Psychology, and Social Policy: Remarks on Receiving the 2005 C. Anderson Aldrich Award <a href="http://pediatrics.aappublications.org/cgi/content/full/118/5/2187?maxtoshow=&amp;HITS=10&amp;hits=10&amp;RESULTFORMAT=&amp;fulltext=Shonkoff&amp;andorexactfulltext=and&amp;searchid=1&amp;FIRSTINDEX=0&amp;sortspec=relevance&amp;resourcetype=HWCI">http://pediatrics.aappublications.org/cgi/content/full/118/5/2187?maxtoshow=&amp;HITS=10&amp;hits=10&amp;RESULTFORMAT=&amp;fulltext=Shonkoff&amp;andorexactfulltext=and&amp;searchid=1&amp;FIRSTINDEX=0&amp;sortspec=relevance&amp;resourcetype=HWCI</a></p>
<b>4-1 FR</b>		<b>11:59pm in Concourse</b>	
		<b>Biographical Essay Due</b>	
<b><i>A Decent Standard of Living: Income and Economic Resources</i></b>			
21	4-5 TU	<p><b>GUEST: Judy Fox</b>, Clinical Professor of Law</p> <ul style="list-style-type: none"> <li>Low income</li> <li>Low Wages at home</li> </ul>	<p><i>The Measure of America: American Human Development Report 2010-11</i>. "Chapter 3: A Decent Standard of Living." 152-93.</p> <p>Kathleen Keest readings TBA. Scan "Credit Slips: A Discussion on Credit, Finance, and Bankruptcy": <a href="http://www.creditslips.org/creditslips/2009/02/welcome-to-kathleen-keest.html">http://www.creditslips.org/creditslips/2009/02/welcome-to-kathleen-keest.html</a></p> <p>Watch Gary Rivlin lecture to Urban Plunge on his book <i>Broke, USA</i> (about 60 mins) <a href="http://streaming.nd.edu/csc/urbanplunge/10/12_5Rivlin.wmv">http://streaming.nd.edu/csc/urbanplunge/10/12_5Rivlin.wmv</a></p>
22	4-7 TH	<p><b>GUEST: (tentative)</b></p> <ul style="list-style-type: none"> <li>Migrating for work and higher wages: A View from America</li> </ul>	<p>Shipler, David. "Chapter 3: Importing the Third World" and "Chapter 4: The Harvest of Shame." <i>The Working Poor</i>. New York: Vintage, 2005. 77- 120.</p> <p><a href="#">Watch Edward R. Morrow, Harvest of Shame, 1960 original documentary and CBS 2010 update</a></p>
	4-8 F	<b>11:59 pm. New online Discussion Postings Evaluated. See criteria in syllabus (20 points)</b>	

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23	4-12 TU	<ul style="list-style-type: none"> <li>Migrating for work and higher wages: A View from the Sending Countries</li> <li><b>Traditional Research Proposal due by 11:59pm in Concourse</b></li> </ul>	<p>Review articles on migration by Jason DeParle:  <a href="http://topics.nytimes.com/topics/reference/timestopics/people/d/jason_deparle/index.html">http://topics.nytimes.com/topics/reference/timestopics/people/d/jason_deparle/index.html</a></p> <p><a href="http://www.nytimes.com/2007/12/27/world/americas/27migration.html">http://www.nytimes.com/2007/12/27/world/americas/27migration.html</a>)</p> <p>Kumar, Ashwani et al., eds. "Chapter 8: Economic Migrants, The Banana Supply Chain, and the London Living Wage: Three Cases of Global Civil Society Activism on Poverty." <i>Global Civil Society 2009: Poverty and Activism</i>. 166-185.</p> <p>World Bank Podcasts, "Remittances Part 1 and 2," (scroll down the list on the right side— 20 minutes)  <a href="http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,contentMDK:21910054~pagePK:64257043~piPK:437376~theSitePK:4607,00.html">http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,contentMDK:21910054~pagePK:64257043~piPK:437376~theSitePK:4607,00.html</a></p>
24	4-14 TH	<p><b>GUEST: Kristin Valentino,</b>  <i>Professor of Psychology</i></p> <ul style="list-style-type: none"> <li>Children and Poverty</li> </ul>	<p>Listen to "Closing the Achievement Gap with Baby Talk" (six minutes)  <a href="http://www.npr.org/player/v2/mediaPlayer.html?action=1&amp;t=1&amp;islist=false&amp;id=132740565&amp;m=132797709">http://www.npr.org/player/v2/mediaPlayer.html?action=1&amp;t=1&amp;islist=false&amp;id=132740565&amp;m=132797709</a></p>
<b>Education and Poverty: Access to Knowledge</b>			
25	4-19 TU	<p><b>GUEST: Stuart Greene,</b>  <i>Professor of English,  Director of Education,  Schooling, and Society</i></p> <ul style="list-style-type: none"> <li>The Value of Education</li> </ul>	<p><i>The Measure of America: American Human Development Report 2010-11.</i> "Chapter 3: Access to Knowledge." 110-51.</p> <p>Shieler, David. "Chapter 9: Dreams." <i>The Working Poor</i>. New York: Vintage, 2005. 231-253.</p> <p>Bernstein, Jared. "Is Education the Cure for Poverty?" <i>The American Prospect</i> 22 April 2007.  <a href="http://www.prospect.org/cs/articles?article=is_education_the_cure_for_poverty">http://www.prospect.org/cs/articles?article=is_education_the_cure_for_poverty</a></p> <p>College Board, <i>Education Pays, Second Update, 2006</i>,  <a href="http://www.eaop.org/documents/college_board_education_update_2006.pdf">http://www.eaop.org/documents/college_board_education_update_2006.pdf</a></p>
26	4-21 TH	<ul style="list-style-type: none"> <li>Early Intervention</li> </ul>	<p>E. Knudsen, J. Heckman, J. Cameron, and J. Shonkoff, "Economic, neurobiological, and behavioral perspectives on building America's future workforce,"  <a href="http://jenni.uchicago.edu/papers/Knudsen-et-al_PNAS_v103n27_2006.pdf">http://jenni.uchicago.edu/papers/Knudsen-et-al_PNAS_v103n27_2006.pdf</a></p> <p>Harlem Children's Zone <a href="http://www.hcz.org/">http://www.hcz.org/</a></p> <p><i>Waiting for Superman</i></p>
27	4-26 TU	<ul style="list-style-type: none"> <li>Education in Developing Countries</li> </ul>	<p>ThinkQuest,  <a href="http://library.thinkquest.org/05aug/00282/edu_poverty.htm">http://library.thinkquest.org/05aug/00282/edu_poverty.htm</a></p>



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		<b>Goals and Prescriptions</b>	
28	4-28 TH	<ul style="list-style-type: none"> <li>Comparing Shipler's Agenda with the MoA Human Development Agenda</li> </ul>	<p>Shipler, David. "Chapter 10: Work Works" and "Chapter 11: Skill and Will." <i>The Working Poor</i>. New York: Vintage, 2005. 254-84 and 285-300.</p> <p><i>The Measure of America: American Human Development Report 2010-11</i>. "Conclusion." 194-207.</p> <p><b>ADDITIONAL RECOMMENDED READINGS:</b>  <a href="#">Besharov, Douglas J. and Douglas M. Call. "Income Transfers Alone Won't Eradicate Poverty." <i>The Policy Studies Journal</i> 37.4 (2009): 599-631.</a></p> <p>Schneiderman, R. M. "Why do Americans Still Hate Welfare?" <i>New York Times</i>, December 10, 2008.  <a href="http://economix.blogs.nytimes.com/2008/12/10/why-do-americans-still-hate-welfare/?emc=eta1">http://economix.blogs.nytimes.com/2008/12/10/why-do-americans-still-hate-welfare/?emc=eta1</a></p>
29	5-3 TU	<b>The Role of Activism</b>	<p>Kumar, Ashwani et al., eds. "Conclusion." <i>Global Civil Society 2009: Poverty and Activism</i>. 230-37.</p> <p><a href="http://www.ahaprocess.com/">http://www.ahaprocess.com/</a></p> <p><a href="http://www.movethemountain.org/">http://www.movethemountain.org/</a></p>
	5-6 F	<b>11:59 pm. New online Discussion Postings Evaluated. See criteria in syllabus (20 points)</b>	
	<b>5-8 SU</b>	<b>11:59pm in Concourse</b>	<b>Final Papers Due</b>