

Poverty and Human Capability101A

An Interdisciplinary Introduction

Fall, 2008

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B (MWF)
Office: Holekamp 206
Hours: 3:30-6:00 MTWThF
and by appointment

About This Course

This course examines poverty as a problem for human lives and for societies. It focuses on the United States, perhaps the most impoverished of any developed nation.

Poverty and Human Capability 101—at F and G MWF—enrolls students from all four classes. (Poverty 101A is for freshmen only.) In most respects, these two courses are alike. Freshmen should enroll in 101 (not 101A) if they want the benefit of experienced student participants in the class discussions. Both courses emphasize discussion encouraging critical analyses of the assigned readings and writing papers based primarily on these readings. The papers will defend a position on an assigned topic that the readings address from differing points of view. Your papers will demonstrate an understanding of fundamental issues in the readings and respond critically to them. Students in both courses will have an opportunity to revise their graded papers based on my comments and their own reconsideration of their arguments. This approach allows student participants to discuss sophisticated readings from a variety of disciplines and to satisfy challenging writing assignments without undue anxiety about exploring new intellectual territory.

In this course, we ask: What is it like to live in poverty? How should we define and measure poverty? Who is poor and who is not? Are there different kinds of poverty? What are the causes of poverty? What are its effects on individuals (particularly children), families, communities, and societies? What values does it undermine? What moral and legal rights should the poor have, and what obligations do society, organizations, and individuals have to the poor? Do the poor also have obligations to themselves, others, and to society? What are the plausible remedies for the negative aspects of poverty?

The approach is interdisciplinary. The readings and lecture/discussions draw on economics, political science, psychology, philosophical and religious ethics, public policy analysis, sociology, journalism, and professional social work. Guest teachers from psychology, economics, and professional social work, and W&L summer interns from the Shepherd Program assist with the course instruction. We will also consider different and even incompatible judgments about poverty and the supporting arguments for these judgments. The authors we read hold conflicting views on poverty and its remedies. These views represent a broad spectrum of political, economic, and moral opinions.

Students should expect to read carefully and to discuss the assignments reflecting the aforementioned array of approaches and opinions. Be prepared to offer considered judgments and your reasons for holding them, orally and in writing. The course emphasizes critical examination of these diverse approaches, arguments, and judgments more than mastery of a particular discipline or point of view. No particular point of view is required in order to do well in the course. Indeed, I prefer good arguments for views with which I disagree and new arguments for views with which I concur. That is how I learn from you. I do not expect uniform proficiency in the full array of disciplines that we will draw on, but you should become aware of how the richness and confusion in the current discussion of poverty results in part from the contributions of multiple disciplines. Neither economists and other social scientists, nor moral philosophers, nor any other group can fully understand poverty from their own narrow disciplinary perspectives. Nor can you put all of these disciplines and authors together in a single holistic approach because their differing methods sometimes yield differing conclusions about the causes and remedies of poverty. These methodological and substantive differences exist within disciplines as well as among them. One of the rewards of this course will be the opportunity it offers you to observe differences among and within the disciplines. Despite the difficulty of some of the readings, the course is intended for beginners rather than accomplished economists, political scientists, psychologists, moral philosophers, sociologists, and so forth. You are expected to learn about the approach to understanding poverty in these disciplines, not to apply each discipline with the skill of a major in the field.

Academic knowledge and skills development (e.g., improving writing and speaking skills) are essential components of this course, but they are not the whole story. Plan to engage your *minds and hearts* in focused attention on one of the three or four most important social problems of our era (viz., poverty in the midst of plenty). This engagement should stimulate you to read the news with greater critical acuity, to become better citizens because you are informed about poverty and ways to diminish it, to volunteer in efforts to diminish poverty, and to think more clearly about how your career work will impinge on poor people and communities. Although the course does not promote a particular solution to poverty, it assumes an interest in and concern for persons stifled by poverty. We assume care for those whose poverty is of their own making as well as for those who are victims of injustice or misfortune, although the responsibility for overcoming poverty may differ depending on its causes. We also assume concern for a society weakened because one in every eight of its citizens—and nearly 1 in 5 of its children—are officially poor. Finally, we assume, with plenty of evidence to support the assumption, that poverty is not an intractable problem, even if it cannot be totally eradicated.

The structure of the Shepherd Program enables you to learn from volunteer service in the Lexington/Rockbridge County area; to attend lectures about poverty by visitors on campus (during and after this course); to participate in full-time, eight-week summer internships subsidized by Washington and Lee; and to continue academic study in complementary courses in various academic departments and in a capstone seminar and/or an independent study project. The Shepherd Program offers a non-major program of study that complements any major. See the catalog for details.

We also offer a one-credit fieldwork course (Poverty and Human Capability 102) concurrently with this course in the fall and in relation to this course in the winter. The fieldwork course structures weekly hour-long seminars and two short papers that relate volunteer

work in the Rockbridge area to the readings in 101. There are some openings in 102 for this fall, and you will remain eligible for this course for the winter and for the fall of 2009.

Finally, we encourage you to consider volunteer work whether or not you enroll in Interdepartmental 102 or contemplate option #2 above. See Robbie Turner, who works with the Nabors Service League, Volunteer Venture, and the Bonner Leader Program (Elrod Commons 215, x 8131, rturner@wlu.edu); Don Dailey, who works with community-based learning (Hill House, x 8229, daileyd@wlu.edu); or Jenny Sproul, Coordinator of the Campus Kitchen (Kappa Sigma House, x 5035, sproulj@wlu.edu) for information on volunteer opportunities in the Lexington area. **Volunteer work is not required, only welcome and supported, and in and of itself offers no academic credit. Students report that it deepens their understanding of the readings.**

Requirements

Student performances will be evaluated on the basis of 1) preparation for and participation in classes; 2) an early-in-the-term examination; 3) two five-to-seven-page papers; and 4) a ten-to-twelve-page final paper that seeks to answer the crucial questions we are addressing throughout the course or (in rare instances) a twelve-to-fourteen page research paper on a specific topic. (The latter is for seniors only or for students who would like to make comparisons and contrasts to poverty in other developed economies or the developing nations.)

You may also gain **additional credit** toward a final course grade through 1) thoughtful e-mail questions (to which I will respond) about our assigned readings or that relate the assigned readings to readings you are doing for other courses; 2) papers that integrate what you have learned from volunteer work with poor persons to the readings in the course (an option available only to students not enrolled in Interdisciplinary 102); 3) well prepared office visits in which you demonstrate your ability to probe the readings at a level deeper than we can attain in the classes (which does not include office visits to ask what is going to be on an exam or how to write a paper, although I welcome these visits as well); and 4) optional research essays on topics in the reading or related matters. You must consult with me before undertaking options two and four.

1) **Class preparation and participation** requires that you read each assignment carefully and come to class prepared to respond to the questions that I distribute as guides for your reading. You should be prepared to respond to these questions and to contribute to the discussions in a way that reflects careful reading of the assignments. The quality of your answers and contributions to the discussions will be more important than the quantity. Questions and comments that challenge the claims of the authors we read or my interpretation and analysis of the readings are especially welcome. It is good, not bad, to embarrass the instructor with a tough question or penetrating comment. (When we have guest teachers, you should also be prepared to ask them probing questions.) Nor should you be bound by my questions. Develop your own questions. I do not expect mastery of the readings prior to our discussions; questions of understanding—after an honest effort to understand the readings—often benefit the entire class. Do not be afraid to ask questions for a better understanding. On the other hand, questions and answers to my questions designed to substitute for the real work of reading and reflection, viz., those that reveal that you have not done the reading, will be frowned upon more than an honest

admission that you don't know the answer because you have not understood or read the assignment.

This course seeks to develop oral as well as writing skills; proficiency in oral communication constitutes a legitimate component of good academic performance. Students may, nevertheless, compensate for deficiencies in one area by demonstrating parallel proficiencies in another aspect of their work. If you perceive that you are not participating well in class discussions, you are welcome to e-mail me with questions about the readings or to come to my office to discuss issues in the readings that you do not understand or wish to explore more deeply. See options #1 and 3 above. E-mails and office visits should be based on careful preparation. Don't ask trivial factual questions or specific questions of understanding. You can ask those in or after class. However, I heartily encourage probing e-mails and office visits.

If you must miss a class, you may compensate for the absence by handing in a two-page, single-spaced summary of the reading at or prior to the beginning of the next class period. One or two absences (and failure to complete a compensatory writing assignment) will not appreciably affect the class preparation and participation grade, but persistent absences (and neglected written compensatory work) will! Compensatory essays on a day you miss may benefit you in numerous ways, even if you miss only one or two classes. They can be the basis for beneficial dialogue between us about the readings. (I frown on compensatory essays for **unnecessary absences on days prior to a break in the schedule, e.g., the Friday prior to Thanksgiving break.**) Remember that I work extra to respond to your writing and expect you to be in class when you are able to be here.)

This emphasis on daily class preparation and participation enables constant thoughtful engagement with the reading material. It stimulates our thinking and disciplines us to even out the workload over the term. For these reasons, my evaluation of your preparation and participation constitutes **20% of the course grade**. It is often a way to raise the overall grade.

2) You will take a **seventy-five minute exam on Friday, September 26**. You will pick up the exam in an envelope outside my office (Holekamp 206) between 9:00 p.m. and 6:00 p.m. The exam consists of short-answer questions on material we will read and discuss through September 26. It will focus on the writings about people who experience poverty; readings about definitions, measurements, and who is poor; and the first three readings on the causes of poverty. Take the exam without reference to notes or the books. Take the exam in a computer laboratory, classroom, or at a library table. Do not take it to your room or to your carrel in the library. You may type and print out your answers or write them in a bluebook. Please return the exam to my office at or before 8:00 p.m. unless you make special arrangements for an exception to this schedule. This exam will test your knowledge of information and your understanding of the readings. You will have an opportunity to express your well-reasoned opinions later in the course when you are better prepared to hold considered judgments. The exam will account for **15% of your course grade**.

3) The **five-to-seven page papers** are due no later than **6:00 p.m. on Thursday, October 23, and Sunday, November 9**. These are not research papers. You are welcome to draw on unassigned readings, but the purpose of these papers is for you to compare and contrast proposals in the readings and class discussions and to offer your own coherent response. You

are required to show that you understand and have critically engaged the readings in the course. Treat the readings as work consulted; you do not need to use or summarize every reading.

The **first paper** treats **causes** and effects of poverty. What are the **principal causes** and effects of poverty and what effects become **causes** for future generations? There are many candidates for the cause or causes of poverty, e.g., the economic system, the labor market, sub-cultural influences, the behavior of poor persons, family instability, education and healthcare policy, public assistance policy, and so forth. You cannot consider all of them in adequate depth. I do not want an exhaustive list of every plausible cause. Draw on a variety of the assigned readings through October 17 to state reasons for the causes that you contend are most important. Use the stories from DeParle and Shipler primarily for illustrative purposes—not as your principal argument for specific causes, although these authors also make a case for what they believe are the causes of poverty. The class presentations from Professors Margand and Diette may figure prominently in your reasoning about the causes of poverty, probably in conjunction with the Sen readings. (This is not a paper about definitions and measurements of poverty! It is rather about the causes of poverty as you understand it.) Your task is to show that you understand the arguments presented in the readings with which you agree and disagree most and to offer a critical response. State and defend your own position in agreement and disagreement with several of the readings. Criticizing the flaws in another's arguments is a good way to articulate your views.

I repeat, *this is not a paper that merely describes the position of each of these authors but a paper in which develop and defend a position in relation points of view that you have read.* I want to know what you think and why you think it, even if you are likely to change your mind before we complete the course. It will also be illuminating for you and for me if you indicate how the readings and discussions have changed or focused your thinking about the causes of poverty. How have you changed your mind as a result of our readings and discussions?

In the **second paper**, considers “*why*” “*who*” is **obligated** to do “*what*” in order to diminish or eradicate poverty. The candidates include individual citizens, governments (federal, state, local), public institutions (e.g., schools and welfare offices), private organizations, and the poor themselves. Several of these entities may have obligations but different obligations, and that is why you must specify *what* persons or agencies are obligated to do. Again, do not offer an exhaustive list. Which persons or agents do you think are most important? What obligations are most important? (Don't mention every “*who*” that I mention above or every “*what*” you can imagine but who and what are most important and why they are important.) There may be some things government cannot or should not do and some things the poor cannot do for themselves. It is not interesting or helpful, however, to say that every agent is equally obligated. This paper will focus on the readings you most agree and disagree with of those assigned between October 20 and November 3; however, you may draw on earlier readings as well if they bolster your argument. Once again the stories from DeParle and Shipler may provide penetrating illustrations of points you are making. They do not explicitly address obligations or the reasons for them. You may also, but are not required to, use unassigned readings. Remember, however, that this paper must give reasons for **why** certain agents are obligated to do specific things, and the readings on ethics that I have assigned focus on this why. (If you do use the essay by Beckley, don't be reluctant to criticize it. Remember, effective critical responses to the instructor count positively in my assessment of your performance.)

In sum, you should *take a position and defend it in relation to some of the readings on moral obligations regarding poverty*. You will notice that none of those readings goes into detail about specific policies or remedies for poverty. They state the “what” in more general terms, and you should too. You will have an opportunity to focus more specifically on specific remedies in your final essay.

You need not be particularly astute to notice that a good effort on these two papers will aid you in putting together a superb answer to the final paper. After all, the already assigned final (see below) overlaps with these two papers.

Students dissatisfied with their grades or performance on either or both of these papers may revise them based on my comments and their own continued reflection. Revisions must be thorough in order to raise the grade. You are unwise to revise with a halfhearted effort. Please consult with me before undertaking a revision. Revisions must be completed **within a week** after I have returned the papers. The grade on the revised paper will be the final grade for the assignment. However, a weak first submission, **which should not be a first draft**, almost always results in a final performance inferior to the student’s potential. Not all students find time to or need to revise their papers, but this option has the dual advantage of helping you improve your thinking and writing and also of improving your grade in the course. I hope both interest you.

The average grade on these papers will count for **35% of the final course grade**.

4a) As a comprehensive final project, you will write a **ten-to-twelve-page paper** answering the following set of questions.

What is poverty? (Put differently, how do you *define* the problem we seek to alleviate, eradicate or diminish?) How should we *measure* poverty? What are the roots or *causes* of this problem, assuming that not all of what is sometimes called poverty is a problem? Who or what agent(s) (person(s) or institution(s) have what *obligations* to alleviate, diminish, or eradicate poverty, and what are the reasons for this obligation? What *remedies* do you propose for carrying out this obligation, and what do you expect these remedies can accomplish? (Can they eradicate the problem, really diminish it, or merely alleviate it? Eradication and reduction or truly diminishing poverty must treat its root causes; maybe all we can do is to alleviate its symptoms.)

This will be your first paper to focus on definitions and measurements of poverty and your first writing of any kind to focus on remedies for poverty. Many of you will conclude that multiple remedies are needed. Here again, as in your earlier papers on causes and obligations, avoid an unhelpful list of every remedy mentioned somewhere in the readings. Emphasize remedies that you believe have been most neglected and say why you think they need to be given more attention. Society has limited resources. We should invest in those remedies that can make the greatest difference.

You should draw on the assigned readings in the course for this final paper, but all of you are welcome to incorporate additional research into your answers. All quotations and

paraphrases should be accurately documented using a standard format for fully citing your sources. *You are encouraged to talk with others in the course and with other faculty members in developing your essay. You will violate the standards of honesty only if someone else dictates or writes your paper. The essay must be your best ideas and arguments explicated in your own prose after consulting with materials or persons you deem to make a contribution to your thinking.* You should acknowledge the help of those with whom you consult or those who proofread and offer editing advice for you paper.

Finally, although all work has a burdensome aspect, this exercise should result in a sense of deep satisfaction, if not delirious delight. It offers an opportunity to pull together various threads we study in the course. You will be able to measure what you have learned in the course by comparing and contrasting this answer with what you would have said before taking the course.

I will employ the following criteria in assessing your paper. 1) Does it draw accurately and perceptively on a wide variety of the assigned readings in the course? It should include some arguments with which you agree and some with which you disagree. (Attempts to utilize all of the assigned readings will result in a “paint by the numbers” paper, which will necessarily diminish its quality.) 2) Does it draw usefully on research in sources beyond the assigned readings in the course? (Additional research is not necessary for an excellent essay. Thoughtful use of one or two sources is more important than the number of sources you utilize. Additional readings from the assigned books may prove helpful. Padding the bibliography with sources you use superficially will be counterproductive.) 3) Are the answers refined, the arguments sophisticated and consistent, and the responses to the various questions *integrated into a coherent whole*? What you say about the causes of poverty should be consistent, for example, with the remedies you propose. To illustrate, if poverty is due to persons’ lack of motivation to work, a universal basic income grant would not be a very good remedy. 4) Does the paper take a distinctive and also well-defended position rather than a position almost anyone could agree with or an extreme position that is asserted with little justification? I applaud and reward well-defended positions that differ from my own views. 5) Is the paper well organized, clearly written, and fully documented?

4b) As an alternative to this final essay, you may write **a twelve-to-fourteen page research paper on a topic of your choosing**, although it must relate to the poverty issues we are discussing in the course and must have my approval by November 18. I will not approve a paper without a paragraph stating the question you will explore and your research plan. I recommend this alternative only for an upper-class student who feels more competent to work independently on a specialized topic that requires specific research. I do not advise even upper-level students to choose this option lightly. You too can benefit from bringing the assigned readings together into a coherent answer to my final question. Choose this alternative if you think you can answer the questions for the final essay without the discipline of a writing assignment and if you think a specialize project will be more stimulating. This paper can also be an occasion for applying skills and knowledge from your major, e.g., economics majors may want to write on the minimum wage, sociologists on community action organizations, developmental psychologists on Head Start, biologists on nutrition programs, international studies students on comparisons and contrasts to other nations, and so forth. You will be expected to utilize the assigned readings for the course, **especially from the section on “remedial policies,”** where they are relevant.

These papers will be evaluated on approximately the same criteria as the final essays on the set questions. 1) Does the paper draw usefully on assigned readings relevant to the topic and research sources? (Research in unassigned readings is mandatory for this paper.) 2) Does the paper reveal a refined and sophisticated understanding of the problem under scrutiny? 3) Does the argument cohere and support the conclusion in the paper? 4) Is the paper well organized, clearly written, and fully documented? 5) In addition, does the paper demonstrate some ingenuity in addressing the question at hand instead of simply repeating commonplace views and arguments?

The final paper will or the research paper will receive the same weight at **30% of the final course grade.**

Final essays or research papers turned in before 8:00 a.m. Saturday, November 29, may be revised on the basis of my comments if I have time to comment on them prior to the deadline for the essay. I will read and comment on papers in the order I receive a complete preliminary draft. Whether or not you turn in a preliminary draft, the final draft of your paper is due no later than 5:00 p.m. on Monday, December 8. Papers submitted early will be graded first.

Required Texts

NB: You are required to purchase a coursepack from Karen Lyle in Neccomb 6 because these materials must be ordered in advance at the Programs expense. You will need margin notes for your participation and papers.

Amato, Paul	“The Impact of Family Formation Change on the Cognitive, Social, and Emotional Well-Being of the Next Generation,” <i>The Future of Children</i> 15.2, Fall 2005: 75-96—coursepack
Beckley, Harlan	“Capability as Opportunity: How Amartya Sen Revises Equal Opportunity,” <i>Journal of Religious Ethics</i> 39.1, Spring 2002: 107-35—coursepack
Blank, Rebecca	“How to Improve Poverty Measurement in the United States,” Bookings Institution, pp. 1-43 (2007) <i>It Takes a Nation</i> , “Introduction” and “The Changing Face of Poverty,” pp. 3-12; 13-30—coursepack (1997)
Cherlin, Andrew	“American Marriage in the Early Twenty-First Century,” <i>The Future of Children</i> 15.2, Fall 2005: 33-55--coursepack
Curie, Janet	<i>The Invisible Safety Net: Protecting the Nation’s Poor Children and Families</i> (bookstore) (2006)

- DeParle, Jason *American Dream: Three Women, Ten Kids, and a Nation's Drive to End Welfare* (bookstore) (2004)
- Freeman, Richard B. *American Works: Critical Thoughts on the Exceptional U.S. Labor Market* (bookstore) (2007)
- Goodin, Robert E. *Reasons for Welfare: The Political Theory of the Welfare State*, pp. 3-22, 121-52, 160-83.—coursepack (1988)
- Mead, Lawrence M. “The Poverty Debate and Human Nature,” pp. 209-42 from *Welfare in America: Christian Perspectives on a Policy in Crisis*, eds. Stanley W. Carlson-Thies & James W. Skillen—coursepack
- Mead, Lawrence M. & Beem, Christopher, eds. *Welfare Reform and Political Theory* (bookstore)
- Sen, Amartya “Capability and Well Being,” pp. 28-53 from *The Quality of Life*, ed. by Martha Nussbaum and Amartya Sen,—coursepack (1993).
- “Conceptualizing and Measuring Poverty,” pp. 30-40, 154-55—from *Poverty and Inequality*, ed. by David Grusky & Paula England—coursepack (2006)
- “Poverty and Affluence,” pp. 102-16, and “Class, Gender and Other Groups,” §8.3, pp. 125-28 from *Inequality Reexamined*—coursepack (1992).
- Shieler, David *The Working Poor: Invisible in America* (bookstore) (2004).

Schedule

Sept. 5 Introductory Class: What Are You Getting Into?

Who are the poor and what makes persons poor?

Who is officially poor in the U.S.?

Sept. 8 Blank, “Introduction” and “The Changing Face of Poverty,” pp. 3-12; 13-30—coursepack from *It Takes a Nation*.

What is it like to be poor in the U.S.

Sept. 10 Shieler, *The Working Poor*, “At the Edge of Poverty,” and “Money and Its Opposite,” pp. ix-xi, pp. 3-38

Three perspectives on measuring poverty in the U.S. and beyond

- Sept. 12 Besharov, “Poverty Update: The Long-Term Story behind New Numbers”, pp. 1-7—coursepack from the American Enterprise Institute
- Sept. 15 Sen, “Poverty and Affluence,” pp. 102-16, and “Class, Gender and Other Groups,” §8.3, pp. 125-28 from *Inequality Reexamined* and “Conceptualizing and Measuring Poverty,” pp. 30-40, 154-55—from *Poverty and Inequality*, ed. by David Grusky & Paula England—coursepack.
- Sept. 17 Sen, “Capability and Well Being,” pp. 30-53—coursepack from *The Quality of Life*, ed. by Martha Nussbaum and Amartya Sen
- Sept. 19 Blank, “How to Improve Poverty Measurement in the United States,” pp. 1-43—coursepack from the author and the Brookings Institution

What Causes Poverty in the U.S.?

Individual decisions, culture, families, and the welfare system

- Sept. 22 DeParle, *American Dream*, Part I: Welfare, pp. 3-81
- Sept. 24 DeParle, *American Dream*, Part II: Ending Welfare, pp. 85-172

Work habits and labor markets

- Sept. 26 Shipler, *The Working Poor*, “Work Doesn’t Work,” pp. 39-76, “The Daunting Workplace,” 121-41
- Sept. 26

See above for instructions regarding a seventy-five-minute exam due today.

The exceptional U.S. labor market

- Sept. 29 Freeman, *America Works*, “The U.S. Market-Driven Labor System,” pp. 7-8, 13-17, “When Markets Drive Outcomes,” pp. 32-40, “Distribution Matters,” pp. 41-57
- Oct. 1 Freeman, *America Works*, “Regulating the Unregulated Market,” pp. 93-94, 98-108, “Management in the Driver’s Seat, pp.109-27
- Oct. 3 Freeman, *America Works*, “The Great Doubling: Is Your Job Going to Bombay or Beijing,” pp. 128-40, “Helping the Invisible Hand Do Better,” pp. 141-48

Immigrant labor

- Oct. 6 Shipler, *The Working Poor*, “Importing the Third World” and “Harvest of Shame,” pp. 77-120.

Cultural values and work ethics

- Oct. 8 Mead, “The Poverty Debate and Human Nature,” pp. 209-42—coursepack from *Welfare in America: Christian Perspectives on a Policy in Crisis*

Changing families and parenting

- Oct. 13 Amato, “The Impact of Family Formation on the Cognitive, Social and Emotional Well-Being of the Next Generation,” pp. 75-96—coursepack from *The Future of Children*
- Oct. 15 Cherlin, “American Marriage in the Early Twenty-First Century” pp. 33-55—coursepack from *The Future of Children*

Education: Why important? Who is responsible?

- Oct. 16 Shipler, *The Working Poor*, “Dreams,” pp. 231-53
Professor Timothy Diette, for the Economics Department, will teach a combined class in the evening at 7:00 p.m. (No regular class session)

Public health, healthcare, and children

- Oct. 20 Shipler, *The Working Poor*, “Body and Mind,” pp. 201-230
Professor Nancy Margand, from the Psychology Department, will teach a combined class in the evening at 7:00 p.m. Notice this is a Thursday evening and there will be no regular class session on Friday.

Values, Rights, and Obligations A Philosophical Turn

A moral justification for welfare as a non-discretionary entitlement

- Oct. 22 Goodin, *Reasons for Welfare*, “Introduction” pp. 3-22

Oct. 23

Paper due at 6:00 p.m. Thursday. See instructions for first paper.

- Oct. 24 Goodin, *Reasons for Welfare*, “Exploitation,” pp. 121-52

Oct. 27 Goodin, *Reasons for Welfare*, “Dependency,” pp. 160-83

A different liberal-egalitarian perspective

Oct. 29 Stuart White, “Is Conditionality Illiberal?” from *Welfare Reform and Political Theory*, pp. 82-109

Obligations of citizenship

Oct. 31 Lawrence Mead, pp. “Welfare Reform and Citizenship,” from *Welfare Reform and Political Theory*, 172-199

Rights of citizenship

Nov. 3 Desmond King, “Marking People Work: Democratic Consequences of Workfare,” from *Welfare Reform and Political Theory*, pp. 65-81

Who is obligated for capability to function?

Nov. 5 Beckley, “Capability as Opportunity: How Amartya Sen Revises Equal Opportunity,” pp. 107-35 39.1 spring 2002

Remedial Policies

Education policy and labor markets

Nov. 6 James Ziliak, required public lecture at 7:00 or 7:30 p.m., Carol Martin Gatton Chair in Economics at the University of Kentucky and Visiting Scholar in Economics at the Brookings Institution. Location to be announced.

Nov. 7 James Ziliak, Carol Martin Gatton Chair in Economics at the University of Kentucky and Visiting Scholar in Economics at the Brookings Institution, will speak on education and labor markets; assignment to be announced.

Nov. 9

Paper due at 6:00 p.m. on Sunday. See instructions for second paper.

How did welfare reform fare in Wisconsin?

Nov. 10 DeParle, *American Dream*, Part III: After Welfare, pp. 175-250

Nov. 12 DeParle, *American Dream*, Part III: After Welfare, pp. 251-338

An expanded view of welfare

Nov. 14 Currie, 1-32, "Introduction" and "Welfare vs. 'Making Work Pay'"

Nov. 17 Currie, "In Sickness and in Health: The Importance of Public Health Insurance," pp. 33-60.

Nov. 18

Deadline for approval of optional research paper project.

Nov. 19 Currie, "Feeding the Hungry: Food Stamps, School Nutrition Programs, and WIC," pp. 61-89

Nov. 21 Currie, Who's Minding the Kids? pp. 113-38

Nov. 29

Deadline at 8:00 a.m., Saturday, for draft of final papers, if you expect comments. You may e-mail a draft; it must be a complete first draft.

Can non-profits and government collaborate?

Dec. 1 Shipler, *The Working Poor*, pp. 254-300

Dec. 2 Tuesday evening

Meredith Downey, Director of Rockbridge Area Social Services, will speak on welfare to work programs and other social services in rural Virginia. The program will begin at 7:00 and conclude no later than 8:30 p.m. Attendance is required and will be helpful for the final essay.

A Preview of What Could be Next

Dec 3 Shepherd Intern Presentations; no reading assignment
Shreya Durvasula, Fan Free Clinic in Richmond; Dan Austin, Dorchester Bay Economic Development Corporation, Boston; Cristin Quinn, So Others May Eat, clinic in Washington, DC; Megan Steinhardt, Boys and Girls in the Mississippi Delta, Helena, AR.

Dec. 5 Shepherd Intern Presentations

Christopher Martin, Georgia Justice Project in Atlanta; Elliott O'Brien micro-lending in Bolivia; Michael White, *Lexington Herald*, and Catherine Carlock, *Charlotte Observer*.

Dec. 8

Final Paper due a 5:00 p.m. Monday, Dec. 8. See instructions for requirement 4.