



# THE OHIO STATE UNIVERSITY

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## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

### POVERTY, INEQUALITY, AND PUBLIC POLICY PUB AFRS 5250

## Course Information

- **Course times:** Tuesdays and Thursdays from 12:45pm – 2:05pm
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning (online delivery)

## Instructor

- **Name:** Dr. Katie Vinopal (Pronouns: she, her, hers; honorific: Dr.)
- **Email:** Vinopal.4@osu.edu
- **Office location:** 350N Page Hall (office hours will be online)
- **Office hours:** by request.
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email or scheduled Zoom meeting**
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Teaching Assistant

- **Name:** Chris Yaluma
- **Email:** yaluma.1@buckeyemail.osu.edu
- **Office hours:** Mondays 5pm – 7pm on Zoom

## Course Description

This course presents the distribution, trends, causes, and consequences of poverty and, to a lesser extent, inequality, in the United States as well as social science frameworks for understanding and analyzing public programs available to poor and near-poor Americans. Through readings, lectures, discussions, and assignments, students will be exposed to current and historical issues in social policy and poverty, program design, and implementation. The class will consider a range of perspectives regarding the role of government, personal choice, education, employment, and discrimination. To

succeed in this course, students should come prepared with basic knowledge of public policy levers, the ability to think analytically about policy design, and a willingness to read broadly and think openly and critically about important social issues.

## Learning Goals

After completing this course successfully, students will have a deeper understanding and knowledge of poverty in the United States, including current issues, challenges, and differing perspectives on its causes, consequences, and solutions. This knowledge will include basics of the design and implementation of major social and anti-poverty programs in the United States intended to improve conditions for low-income and poor Americans via cash, food, housing, education, and health assistance programs.

## Learning Outcomes

Specifically, at the conclusion of this course, students will be able to:

- Understand the historical and political context for the distribution of poverty in the United States
- Identify key trends and issues in current social and anti-poverty policy debates
- Describe the scope of programs available to poor and near-poor Americans
- Critically analyze the design and impact of current safety net programs, potential changes to those programs, and proposals for new or different programs
- Demonstrate effective communication skills in policy analysis and debate

## How This Online Course Works

**Mode of delivery:** This course is 100% online. Class sessions will mostly be conducted synchronously via Zoom. Occasionally, a class will be conducted asynchronously, at my discretion. Asynchronous materials and any associated assignments will be posted by the corresponding class period (e.g. if we will not meet synchronously on a Tuesday, asynchronous materials will be posted by 12:45pm that Tuesday) and should be fully engaged with and completed by the following class period (e.g. if Tuesday's class is asynchronous, it should be completed before class Thursday; if Thursday's class is asynchronous, it should be completed before class the following Tuesday).

**Credit hours and work expectations:** This is a 3 credit-hour course. According to Ohio State bylaws on instruction ([go.osu.edu/credit hours](http://go.osu.edu/credit%20hours)), students should expect around 3 hours per week of time spent on direct instruction (class sessions) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average. To achieve a higher grade, students should expect to dedicate more time to course content.

**Attendance and participation requirements:** Students are expected to attend every class session. You may miss two class sessions, no questions asked, but please notify me ahead of time. Any absences beyond that require documentation/discussion with me in order for them not to impact your grade. Further information on attendance and participation is discussed below.

# Course Materials, Fees and Technologies

## Required Materials

- Currie, Janet. 2006. *The Invisible Safety Net: Protecting Poor Women and Children*. Princeton University Press. ISBN13: 978-0-691-12268-7 ISBN10: 0-691-12268-7

## Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

## CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](http://go.osu.edu/it)
- **Phone:** [614-688-4357](tel:614-688-4357) (HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

## Digital Flagship

Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. This includes offering an engaging collection of digital tools and supportive learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit [go.osu.edu/dfresources](http://go.osu.edu/dfresources).

## Grading and Faculty Response

### How Your Grade is Calculated

Assignment	Possible Points	Percentage of Course Grade
Opinion or Blog Analysis and Reaction	60	15%
Report on Policy Meeting	60	15%
Reading questions (4)	100 (25 each)	25%
Attendance and participation	60	15%
Final paper	120	30%
TOTAL:	400	100%

See Course Schedule for due dates

**Academic integrity and collaboration:** Your written assignments, including reading questions, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

## Descriptions of Major Course Assignments

**Note:** Rubrics for all assignments will be provided on Carmen.

### Assigned Content – not graded except as part of participation, see below

You must come to class ready to discuss assigned readings (and other required content, such as movies or podcasts) with nuance and sophistication. Readings and podcasts in this class vary widely. They may be reports meant to convey straightforward facts, academic research papers or syntheses of

a body of research, news articles or podcasts, opinion pieces highlighting major political debates, arguments about policy design by experts, or personal testimonies. You are expected to adapt your reading and analysis to the piece you are reading. Even when readings are difficult and you struggle with the content, you should still strive to identify the central arguments in a given set of texts, the deeper and more subtle points that arise from each individual reading, and the assumptions embedded in any argument. You are also encouraged to actively note linkages, similarities, contrasts, and differences across assigned readings. I caution you at the outset that the only assumption you can make about a reading on the syllabus is that I judge it to be useful and insightful or provocative—not that it is “good” or “bad” or “right” or “wrong.”

## Opinion or Blog Analysis and Reaction – 60 pts, 15% of final grade

**Description:** You will choose an opinion/recommendation piece or blog post from a newspaper, magazine, policy advocacy organization, nonpartisan think tank, or policy group that addresses a current policy issue related to poverty/low-income or economic inequality and/or programs or policies designed to address poverty/low-income or economic inequality. The piece you choose should suggest or advocate for a course of action; that is, you should not pick a straightforwardly reported piece, but rather one intended to express the opinion of the author. This opinion might be informed by research, politics, values, or other influences. You do not need to agree with the opinion to write about it. Indeed, you may even find this assignment easier if you choose a piece you disagree with. An incomplete list of potential sources can be found below. You may choose from outside of this list, as long as the piece is accessible and published by some sort of news or policy organization (i.e. no random reddit posts).

You will write a 3 to 4 page, single-spaced paper that will include the following:

- Title, author, and source of the piece (you must provide a link to the piece for grading; it does not count toward the page limit).
- Brief summary of the piece’s main argument and supporting evidence. This summary must be accurate, and must not plagiarize.
- An analysis of the (potential) policy implications of the view, opinion, or recommendation for poor or low-income people.
- A reaction or critique of the piece, based on assigned and outside readings and your own values, beliefs, and experience (informed by facts, not myths). You may fully agree, partially agree, or fully disagree with the authors (or anything in between). You will likely need to read ahead of the class or look for outside readings to inform your opinions. For example, if you pick a blog post with policy recommendations regarding the future of the National School Lunch Program, you might read assigned articles from our Food Assistance week and also seek out additional reading on the program.

### Deliverables and due dates:

- Tuesday, 2/25 at 12pm: Final report

Potential sources (note, this is an incomplete list! If you have questions about a piece you’d like to use, please ask):

- Newspapers: *The Washington Post*, *The New York Times*, *The Wall Street Journal*, *The Columbus Dispatch*, or any other local or national newspaper
- Weekly magazines: *Time*, *Newsweek*, *U.S. News and World Report*, *The Atlantic*, *The Economist*



- Advocacy organizations, nonpartisan think tanks, and policy groups:
  - Center for American Progress
  - Heritage Foundation
  - American Enterprise Institute
  - Aspen Institute
  - Peterson Foundation
  - Washington Center for Equitable Growth
  - Brookings Institute
  - Urban Institute
  - The Roosevelt Institute
  - R Street Institute
  - Hoover Institution
  - Kaiser Family Foundation
  - Cato Institute
  - RAND Corporation
  - Guttmacher Institute
  - Center on Budget and Policy Priorities
  - Economic Policy Institute
  - The Children’s Defense Fund

## Report on Policy Meeting – 60 pts, 15% of final grade

**Description:** You will (virtually) attend a meeting, briefing, or hearing at which poverty or inequality policy issues are being discussed. This may be a Congressional hearing, city council hearing, government meeting (e.g., school board meeting), judicial proceedings (e.g., Supreme Court oral argument), advocacy meeting (e.g., Children’s Defense Fund), or a policy briefing at a think-tank (e.g., the Urban Institute, Heritage Foundation, Center for American Progress, American Enterprise Institute) that focus on an issue pertaining to poverty or inequality and policy. You will write a 3 to 4 page, single-spaced paper that includes the following:

- Name, date, duration, and brief description of the meeting (e.g. who are the speakers/panelists? What is the point of the meeting?)
- Number and brief description of the type(s) of people in attendance (e.g., researchers, advocates, legislators, citizens), if possible to discern.
- Summary of what happened, how decisions were made or will be made (if applicable), and recommendations given
- Potential implications of what was discussed for poor and low-income people
- What you learned about policy and/or the policymaking process, drawing upon connections and contrast with class readings and your own experiences

### Deliverables and due dates:

- Tuesday, 1/26 at 12pm: One paragraph summary of the meeting you plan to attend (5 pts)
- Thursday, 4/8 at 12pm: Final report

## Reading Questions – 25 points each (100 total), 25% of final grade

**Description:** Four times throughout the semester, you are responsible for submitting responses to posted reading questions. Responses should range from one-half page to a full page (single spaced)

per question and are to be no longer than one page per question. Responses should incorporate and integrate readings, properly cite sources (APA style), and be comprehensive. Writing should be clear and professional. You should expect two to four questions per week. You are free to choose which weeks you submit responses to reading questions.

Reading questions for the week will be posted on Carmen by the Thursday before the week starts, and are due by 12pm on Tuesday. Questions will cover readings for the entire week (that is, readings from both Tuesday and Thursday), requiring you to read early. The first reading questions will be posted by 1/21 and due 1/26, covering materials due 1/26 and 1/28. There will not be a reading question opportunity for the week of 3/30. You are encouraged to plan which weeks you will respond to reading questions to avoid running out of opportunities at the end of the semester. Late submissions will not be accepted. Those with fewer than four submitted reading question responses will receive grades of zero (0) for any missing assignments

#### **Deliverables and due dates:**

- Variable; completed reading questions are due four times over the course of the semester. They are always due by 12pm on Tuesday. The first opportunity to submit is 1/26. The final opportunity to submit is 4/20. There will be no reading questions 3/30.

## **Attendance and Participation – 60 pts, 15% of final grade**

**Description:** You are expected to attend every class session with your camera on (if at all possible). Please log in at least 2 minutes before class starts. You may miss two class sessions, no questions asked, but please notify me ahead of time. Any absences beyond that requires documentation/discussion with me in order for them not to impact your grade.

Active attendance means you are expected to consume required content before class and come prepared to discuss questions raised by the material, peers, and me. Content presented in class may go above and beyond the readings, based on the assumption that you are fully prepared. Participation will be assessed by the extent to which you engage in weekly lectures and small group activities as well as the extent to which you do not *disengage* via technology or other distractions. The substance of your contributions will be considered, as well as the frequency.

Class participation will also mean handing in in-class assignments, graded for completion and effort. These will vary throughout the semester, but may include short reflections or worksheets.

As you might be able to tell, class discussion, in-class assignments, and overall participation is an important part of this course. Your dedication to fully engaging with the content and your classmates will directly affect how enjoyable and useful this class is. *This is especially relevant in an online environment, where we will rely more on small groups than usual.* There are very often not right or wrong answers to the questions we will be exploring in this class, but there are facts and myths. Discussion should take place on the academic plane of reasoned argument. Opinions are to be informed and carefully considered, and you should be prepared to have others disagree with them. You are encouraged to take reasoned exception and to respectfully voice opinions contrary to those offered by me and/or other students.

Topics discussed in this class will almost certainly surface deeply held beliefs and senses of self. With this in mind, remember it is always your responsibility to think before you speak, so that you share your



thoughts in a way that respects the dignity and humanity of others (present in the classroom or not). This applies to me as much as it applies to you. If I or another person in class says something that you find offensive, hurtful, or otherwise harmful, please point this out. There are a number of ways you can do this:

- Speak up in class. You are welcome to address concerns directly, in the moment. Calling out (or calling in) is part of the process of creating a welcoming and intellectually engaging space.
- Speak with me after class. We can discuss the situation and decide how to handle it together. Options include scheduling a meeting with involved individuals, using class time to address the issue, or another process you feel comfortable with. You may choose to remain anonymous throughout this process.

Given that we are all learning (indeed, that is the very point of our convening!), I encourage you to practice the skill of *assuming positive intent* on the part of others, at least as much as you reasonably can. This means that you try your best to assume that people are at least attempting to honor the dignity and humanity of others and are not trying to inflict harm. In other words, their words are well-intended, even if what they say is, in your opinion, misguided, offensive, or harmful. Pointing out this offensiveness or harm is absolutely encouraged but – if possible—I encourage you to practice doing so in ways that are not themselves belittling or dehumanizing. I recognize that being forgiving and compassionate in this way can be incredibly difficult, and that the burden of this practice falls disproportionately on certain groups of students. I appreciate your efforts to this end. As the instructor, I will bear the burden of this as much as I possibly can, but I, like all people, am also continuously learning and have blind spots.

In addition to these basic ground rules of (1) respecting the dignity and humanity of others and (2) assuming positive intent (as much as is reasonable), the class will work together to determine the full set of guidelines for class discourse during Week 1.

## Final Paper – 120 pts, 30% of final grade

**Description:** You will assume the role of experts convened by a government official’s policy staff to design an anti-poverty agenda for their jurisdiction. You may choose any level of government you wish – federal (perhaps imagining you are on the policy staff of a U.S. Senator or the President of the United States), state (Governors, state legislators), or local (city council, mayor). You can choose to address either the executive or legislative branch of government.

You must apply social science and social policy evidence to recommend, in an original written presentation, a new policy (or policies), program (or programs), or changes to existing policies or programs. These recommendations should be designed to reduce poverty or the harmful effects of poverty. The proposal must be targeted towards a specific jurisdiction (the full country, a specific state, or a specific locality), and the policy/program must not already exist within this jurisdiction. The final product will be a formal policy memo arguing for *specific* policy recommendations and actions. Recommendations can involve legislation or administration actions. It is important to be *specific*, *concise*, and *thorough*. The suggestions may be beyond what you believe to be politically possible, but must be within the realm of potential human achievement.

For up to five extra credit points, you may submit a tentative memo title and a one paragraph abstract describing the memo’s main recommendations for feedback. This is due by Thursday, 3/18 at 12pm.



**Length:** no longer than 10 pages double spaced

**Format:** memo; examples and additional guidance available on Carmen. APA for citations and references.

**Deliverables and due dates:**

- **OPTIONAL**
  - Thursday, 3/18 at 12pm: Final paper assignment 1 (5 extra credit points)
- **REQUIRED:**
  - Thursday, 4/27 at 3:45pm: Final paper

## A note on my expectations of your writing

Expectations for the quality of your writing in this class are very high. You should take great time and care to ensure their submissions are clear, organized, precise, supported, comprehensive, and proofread. Read your writing out loud to yourself! Fix awkwardness, incoherence, lack of clarity, and faulty logic before you submit!

## Late Assignments

Late submissions will not be accepted without prior approval from me.

## Instructor Communication

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will try to reply to emails within **24 hours on days when class is in session at the university.**
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](http://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.

## Grading Scale

93–100: A  
 90–92.9: A-  
 87–89.9: B+  
 83–86.9: B  
 80–82.9: B-  
 77–79.9: C+  
 73–76.9: C  
 70–72.9: C-  
 67–69.9: D+  
 60–66.9: D  
 Below 60: E

Keep in mind, however, that numerical calculations are, in fact, only guidelines; their apparent precision obscures the subjective work that all teachers do in translating actual written work into numeric (or other) values. Thus, all final grade assignments are made at the sole discretion of the instructor. This generally works to the benefit of students, as I never grade punitively and strive for equitable grading

practices. I will always seek to use grades as an indicator of the level of hard work, rigor, thoughtfulness, and insight that you demonstrate in your assignments and assessments.

If at any time for any reason you feel like you have been graded unfairly or incorrectly, please reach out to me. I am always happy to discuss grades and, if warranted, to change them—although I reserve the right to revise grades in any direction, up or down!

## **Graduate Students**

Your assignments will generally require deeper and more synthetic analysis, weaving together ideas from multiple readings to form more complex arguments or arrive at more nuanced conclusions, with explicit links to policy relevance or research. Relatedly, expectations for grading are higher if you are taking the course at the graduate level. Earning an “A” at the graduate-level will require deeper engagement and more thoughtful, well-reasoned work. Objectively, it will require bringing in insights from optional reading material that compliments reading material assigned to all students.

## **Ohio State’s Academic Integrity Policy**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s Code of Student Conduct ([studentconduct.osu.edu](http://studentconduct.osu.edu)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) ([go.osu.edu/coam](http://go.osu.edu/coam))
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) ([go.osu.edu/cardinal-rules](http://go.osu.edu/cardinal-rules))

## Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options on [Ohio State's Title IX website](http://titleix.osu.edu) (titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information, visit the [OIE website](http://equity.osu.edu) (equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## Commitment to a Diverse and Inclusive Learning Environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](http://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at 614- 292-5766. **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](http://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling 1-800-273-8255(TALK). [The Ohio State Wellness app](http://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

## Glenn College Diversity Values

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing

differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

## Disability Services Statement

### Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### COVID Process SLDS Statement

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### FERPA and Privacy in CarmenZoom

Video and audio recordings of class lectures will be part of the classroom activity. The video and audio recording is used for educational use/purposes and may be made available to all students presently enrolled in the course.

## Accessibility Accommodations for Students with Disabilities

### Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

### Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: [slds.osu.edu](http://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)

- In person: Baker Hall 098, 113 W. 12th Avenue

## Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- CarmenCanvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))
- Collaborative course tools

## Additional Notes and Resources

### Sensitive Content Warning Statement

Some contents of this course may involve media that may be triggering to some students. If needed, please take care of yourself while watching/reading this material (leaving the Zoom session to take a water/bathroom break, debriefing with a friend, contacting support such as Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed).

### Student Wellness Statement

As a student, your health and wellness can have an impact on your academic success. Common wellness concerns during your time at the university may include high levels of stress, sleep and diet behaviors, alcohol and other drug use, depression and anxiety, and interpersonal relationship issues. The Office of Student Life has numerous resources and services available to you at no charge to help you address those concerns.

You can learn more about health and wellness resources available on campus by visiting the websites for the Student Wellness Center, Wilce Student Health Center, Recreational Sports and Counseling and Consultation Service. For students in recovery or seeking recovery from substance use disorders, learn more about support on campus by visiting the Collegiate Recovery Community. For students facing food insecurity, learn more about the free on-campus food pantry by visiting the Buckeye Food Alliance. For students interested in speaking with a peer to learn more about campus resources, call the Buckeye Peer Access Line. For students interested in meeting with a peer and setting holistic wellness goals, learn more about Wellness Coaching.

### Food Security

The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. There are two locations:

- West Campus: Lincoln Tower. Doors are locked - call 614-688-2508 upon arrival.
- North Campus: St. Stephens. Look for the Buckeye Food Alliance (BFA) sign on the southwest corner of the building.

To learn more, visit <https://www.buckeyefoodalliance.org/>

**WRITING CONSULTING:** Students wishing to have additional help with the writing of their papers can meet with a consultant at the Writing Center (<https://cstw.osu.edu/writing-center>).

**LIBRARY ASSISTANCE:** The Glenn College has a dedicated librarian at OSU Libraries, Carly Dearborn ([dearborn.8@osu.edu](mailto:dearborn.8@osu.edu)), who can help provide research assistance. For more information and links to some common public affairs resources, see - <http://go.osu.edu/8gx>.

## Course Content and Schedule

- This course covers an exceptionally wide set of topics. This is intentional. Our goal is to get a sense of the full set of issues, institutions, policies, and programs related to being poor or near-poor in the United States. The tradeoff is, of course, that we cannot possibly cover every significant aspect, debate, or body of research of issues we discuss. Instead, I will strive to make sure students understand the fundamentals of each topic, and then we will engage more deeply with some aspect of the subject at hand (leaving other important aspects for optional exploration by students). If there are questions or topics we do not cover that you are interested in or feel are important, you should feel free to bring these to my attention, but you should recognize that we may not have time to give them the time they deserve. In these cases, I'll be happy to help you find additional resources to read and explore topics further. You may also choose to explore these questions or issues using one of your assignments.
- This semester, more than ever before, the course schedule is subject to change. As we learn what works well and doesn't in an online environment, react to current events, consider our own mental health, and sometimes let class discussion lead us to unscheduled territory, I may adapt and change our schedule. These changes will be communicated via Carmen. Students should rely on those announcements for up-to-date information.

### Schedule Overview (reading requirements and more details on Carmen)

Week	Dates	Topic	Assignment Due
1	Tuesday 1/12	Introduction	
	Thursday 1/14	Early views, history, and current debates	
2	Tuesday 1/19	Early views, history, and current debates	
	Thursday 1/21	Measuring poverty and inequality	
3	Tuesday 1/26	Race, racism, and poverty	Policy meeting plan
	Thursday 1/28		
4	Tuesday 2/2	Latinos/as, immigration, and poverty	
	Thursday 2/4	Causes and distribution of poverty	
5	Tuesday 2/9	Experience of poverty	
	Thursday 2/11		
6	Tuesday 2/16	Welfare and welfare reform	
	Thursday 2/18		
7	Tuesday 2/23	<i>no class</i>	
	Thursday 2/25	Inequality and economic and social mobility	Opinion or Blog Analysis and Reaction
8	Tuesday 3/2	The working poor and employment-based safety net programs	
	Thursday 3/4		
9	Tuesday 3/9	Families and early childhood	
	Thursday 3/11		
10	Tuesday 3/16	K-12 and higher education	
	Thursday 3/18		Final paper assignment 1-optional
11	Tuesday 3/23	Housing and homelessness	
	Thursday 3/25		
12	Tuesday 3/30	Built in catch up day	<i>Note: No reading questions this week</i>
	Thursday 4/1	<i>no class</i>	
13	Tuesday 4/6	Food assistance	
	Thursday 4/8		Report on Policy Meeting
14	Tuesday 4/13	Health	
	Thursday 4/15		
15	Tuesday 4/20	Policing and incarceration	
	Thursday 4/22		
Final	Tuesday 4/27	Final paper due at 3:45pm	