

**University of Montana**  
**Baucus Institute Department of Public Administration & Policy**  
**Alexander Blewett III School of Law**  
**PUAD 595: Poverty Policy**  
Spring 2021: January 11 – April 30  
Online  
Three (3) Credit Hours

**Instructor:** Dr. Christina Barsky

**Pronouns:** She/her/hers

**Classroom:** Online

**Office:** LAW 149 or remote

**E-Mail:** Christina.Barsky@mso.umt.edu

*E-mail is the most reliable way to reach me.* In general, I reply to messages within 48 hours (or **two business days**) of receipt. Please include **PUAD 595** in the subject line of your message (this increases my reply efficiency).

**Office Telephone:** 406-243-2871

**Mobile Telephone:** 406-426-1726

Call or text, Monday-Friday between 8am and 5pm.

*You must leave a voice message for me to know that I have missed your call.*

**Office Hours/Meeting Virtually:** Tuesdays & Wednesdays 11:00-12:00pm and Thursdays 5:00-6:00pm (in-person or virtually) or by appointment.

*Please visit [www.calendly.com/doctorbarsky](http://www.calendly.com/doctorbarsky) to schedule a meeting.*

*To meet outside the available hours, please e-mail me. Include a few days/times you are available and what you would like to discuss.*

### **Privilege**

I would like to begin our time together by acknowledging that we, at the University of Montana, are in the traditional lands of Indigenous peoples, including the Séliš, Ksanka, and Qlispè. Many others, including Blackfeet, Nez Perce, Shoshone, Bannock, and Coeur D'Alene, had and continue to have a crucial presence in the area. We acknowledge the role that the governance and legal system has played in the removal of Indigenous peoples from these lands, and, through our commitment to education, service, and scholarship, strive to improve the quality of justice and equitable policy for future generations. Doing so demands respect for tribal sovereignty and Indigenous cultures as well as accountability to the needs and perspectives of Indigenous peoples, who, from time immemorial to the present and until the end of time, protect and remain connected with this land on which we gather, live, learn, and work.

I situate myself as a guest actively working against colonialism and injustice. I thank the people of Turtle Island, the First People, for the privilege of learning in this space.

### **Inclusion**

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you will have the opportunity to indicate the name you should be called and the pronouns with which you should be addressed. I will do my best to address and refer to all students accordingly and support students in doing so as well. Throughout the semester I will push you to think about inclusivity and how we, as students of public administration, can prepare ourselves to best serve the public.

## COVID-Safe Policies

Central to our public service mission is collectively working together. Although this course does have assignment deadlines that should be followed, the Department asks that if you are sick or become sick, to please work with the department chair (Dr. Sara Rinfret) to develop a plan for successful completion in this course. The Department will follow federal, state, local, university and CDC guidelines for COVID-19. If a student, a member of their family or immediate social group becomes symptomatic; please follow federal, state, local, university, and CDC guidance and work with DPAP department chair and course professor (me) to complete required coursework. Please take the time to review our [Department's COVID-Safe FAQ guide](#).

## Learning During a Pandemic

We are living through a truly unique time – not one of us has experienced a global pandemic. Many in our DPAP family “plan to plan,” finding comfort in being prepared and mitigating disorder. The only thing that *is* certain is *uncertainty*. With this in mind, I propose the following principles to foster a successful, supportive learning environment:

1. Your health and safety – physical, mental, and emotional – are *the most important*. We will prioritize supporting one another
2. Together, we will encourage intellectual nourishment, social connection, support, understanding, and personal accommodation
3. We will remain flexible and adaptable in these unprecedented, dynamic times

## Course Description

Income, wealth, and opportunity inequality in the U.S. are rising, and have been for decades. Following the global financial crisis of 2007-2009, a slow and uneven recovery further entrenched unequal outcomes now deepened by the outbreak of the novel coronavirus disease, COVID-19. According to the [Congressional Budget Office](#) (CBO), the average household income (after taxes and government benefits, and adjusted for inflation) between 1979 and 2016 grew 226 percent for the top 1 percent of Americans, while the majority (60 percent) of the population (in the middle of the income distribution) saw their income grow just 47 percent over the same time period. It should not surprise us, then, that [61 percent of Americans say](#) there is too much economic inequality in the U.S. today. This course undertakes an in-depth study of poverty and inequality in the United States. By examining how poverty and inequality are measured, the causes and consequences of poverty and inequality, social stratification, discrimination, and structural “isms” (racism, sexism), and economic and institutional drivers of poverty and inequality, students will come away with an understanding of poverty as a “wicked problem.” With no single remedy, public servants are tasked with analyzing the wicked problem of poverty through various policy frames and consider its social construction and historical roots.

## Expectations for Student Learning for this Course & the University of Montana's MPA Program

1. Examine poverty as a concept, how it is created, defined, and measured
2. Know and understand the historical and political context for poverty, and its distribution, in the U.S.
3. Investigate the design, scope, and impact of anti-poverty policy and the government's role in its creation and implementation
4. Critically evaluate the role of power, representation, culture, diversity, and inclusion (i.e., cultural awareness) in the public sector
5. Demonstrate professional and graduate-level writing, critical thinking, research, analytical, and public speaking skills

## Required Course Materials

Books and Readings:

- We will utilize chapters from three books which you will access via ProQuest [eBook Central](#) (via the [Mansfield Library](#)), for no additional cost.
  - Iceland, J. (2013) *Poverty in America: A handbook*
  - Quadagno, J. (1994) *The color of welfare: How racism undermined the War on Poverty*
  - Hancock, A. (2004) *The politics of disgust: The public identity of the Welfare Queen*
- Moodle required readings (noted with an asterisk in the course schedule, let me know if you experience challenges with the quality of scanned materials)

- Linked dynamic websites/articles

#### Additional Materials:

- Weekly (Monday) e-mails (make sure you check your UM e-mail at least once a day)
- Watch weekly lectures, listen to podcasts
- Watch, listen, and read additional materials as posted (e.g., podcasts, poverty policy in the news)

### MPA Portfolio

If you are using any assignments from this course for your final MPA portfolio, it is your responsibility to keep track of individual grades and professor feedback. Use your computer's "snipping tool" or screenshot to capture graded feedback to save with your files. [We ask that you very carefully read the MPA Portfolio requirements listed on our website](#) (e.g., you cannot use outlines or case write-ups). We ask that you be mindful of individual and group projects you participate in each semester so you stay on track – we appreciate you doing so. Each DPAP professor will always offer an option to complete projects independently. If you have MPA portfolio questions, please contact the MPA Director.

### Course Expectations

#### Using Moodle

Since this is an online course, you are required to visit our Moodle site at least once per day. Participate in Moodle 101 for students if you are unfamiliar with the platform. Visit <http://umonline.umt.edu> to access the class.

#### Weekly E-mails & Lectures

Every Monday (or, if Monday is a University holiday, the following day) I will send an e-mail via Moodle to your University of Montana e-mail account providing important updates for the week. Be sure to read each e-mail as soon as you receive it. As well, every week I will post a brief video lecture that provides an overview of the materials for the week and/or highlights of a specific skill, idea, or practice. These videos are organized by week and are embedded in our Moodle site. Videos **are not** a replacement for the weekly readings. *If video lectures are not already posted, they will be published by 10:00pm Monday each week.*

#### UM E-Mail

I expect you to use your umontana student e-mail address for all communications and that you will check this account regularly (i.e., at least once per day). [This link](#) provides an overview of UM e-mail.

#### Professionalism and Communication

E-mail is far and away the best way to reach me, **remembering to include “PUAD 595” in the subject line**. Text messaging is appropriate if you have a time-sensitive need (like scheduling a meeting immediately). I am eager to answer your questions; however, ask that you first consult the syllabus, then look at my weekly e-mails and lectures, and then come to me with your requests. Central to our learning environment is professionalism and respect in communications.

#### Help with Technology

Call UMonline by phone, 406-243-4999 or email [umonline-help@umontana.edu](mailto:umonline-help@umontana.edu) if technological problems arise. There is no on-call assistance during nights or weekends. I cannot provide IT support, so please contact the appropriate University staff if an issue arises.

#### Navigation Information

Links for all course sign-ups, the most recent syllabus, general feedback videos, and other material and resources are housed under the “Resources” tab on our class Moodle page.

### Course Feedback, Drafts, & Examples

- Please allow for up to ten (10) full **business days** after the due date to receive assignment feedback.
  - I invite you to schedule a meeting with me if you would like additional feedback on an assignment.
- I am happy to talk with you about your assignment and/or your assignment outline; however, I will not review draft assignments in this class.
- Students should work with the [UM Public Speaking and Writing Center](#) to review drafts of written work.
- Sample assignments are not provided for graduate-level courses

### Guidelines for Written Work

- You are expected to practice professional, graduate-level writing and will be evaluated on content, organization, writing/grammar, and following assignment instructions
- Work must be typed, double-spaced (unless otherwise noted), utilize 12-point font, and have one-inch margins
- You are required to utilize proper and appropriate citations. This means parenthetical (in-text) citations and a reference page (APA is preferred. However, since public administration is multi-disciplinary, any academic style is acceptable. *Notify me as to of what citation style you are using, if not APA.*
- Assignments are due on the date/time listed in the course schedule
- All assignments must be turned in electronically (on Moodle) as a .doc or .docx file (Microsoft Word). If I cannot open the document, you will not receive a grade. E-mail submission of assignments will not be accepted unless specific arrangements have been made
- Student collusion for individual assignments is not allowed and will be treated as an act of plagiarism. Self-plagiarism (e.g., turning in the same assignment in different classes) will be treated as plagiarism. If you have questions, please contact me.

### Assessment (Course Grading)

Rather than assign point scores for assignments throughout the term, your assignments will be assessed using the scale below. I will provide written and/or verbal feedback on assignments within 10 business days. My feedback will include identifying strong elements of your work, drawing your attention to areas for improvement or expansion, questions for consideration, and suggestions to improve your knowledge of course competencies. All assignments for this course must be completed and meet expectations to pass the class.

Approaching learning through an expectations-based assessment process is designed to enhance your experience and foster an open conversation, between you and me, about work product, understanding of content, critical thinking, and assessment. Part of this process includes a mid-semester reflection, optional 1:1 mid-semester conference, and an end-of-term self-assessment. This approach demonstrates our department's commitment to cultural awareness and attention to the feedback we receive from practitioners in the field (including the use of performance evaluation and centering initiative, curiosity, and critical thinking with the worker/student).

I use the following scale:

**AE = Above Expectations.** Above expected product. You contribute thoughtful and productive ideas, producing very high-quality work. You demonstrate synthesis of and critical engagement with material and pay close attention to detail, going above what is expected. Work demonstrates evaluation and creation. You do everything necessary to Meet Expectations, and: 1) receive feedback and critique in a professional manner; 2) demonstrate a commitment to expanding your knowledge; 3) utilize campus resources (research librarians, Public Speaking and Writing Center) to complete high-quality written work; and, 4) create thoughtful, creative, original assignments showcasing how you “connect the dots” and truly do above what is expected.

**ME = Meets Expectations.** Product produced meets what is expected. You deliver quality work that meets assignment and course criteria. You do what is necessary and adequately engage with the material. You pay attention to detail and adequately complete all elements of an assignment. Work demonstrates application and

analysis. To Meet Expectations, you must meet all the stated criteria for assignments (including due dates), actively, consistently, and meaningfully participate in class activities, follow the writing guidelines for all assignments (including careful editing and attention to consistency), complete the mid- and end-of-semester learning assessments, check your UM e-mail and class Moodle site regularly, watch weekly lectures in full (I know if you don't), practice empiricism by using evidence in all work, and demonstrate your knowledge and understanding of course material and its application in the world around us.

**NE = Near Expectations.** Product approaches or nearly meets expectations. Your work comes close to meeting the expected/necessary criteria. Engagement with course material is lacking or insufficient. Greater attention to detail would improve the product. Work demonstrates understanding. Work that approaches expectations or is near expectations may suffer from grammatical and formatting issues, lack professional polish, be turned-in late, lack substantial evidence, but demonstrates your thoughtful and honest attempt at meeting expectations (above).

**DMN = Does Not Meet Expectations.** Product does not meet expectations. Work that does not meet expectations reflects minimal effort and poor-quality contributions. These products do not meet minimally-required standards for the course and assignment and fail to demonstrate engagement with the subject or material. Some actions that will fail to meet expectations include: 1) not following assignment guidelines or expectations; 2) rushed, unprofessional, or presentation of sub-graduate-level writing; 3) requiring reminders to sign-up for projects, check the syllabus for information, and participate in class activities; and, 4) lack of engagement.

You should keep track of their feedback along the way – if you receive a plurality of ME, you will receive a B for the course. *I encourage you to meet with me at least once during the semester to discuss your progress (there are weeks set aside around the mid-term mark to help facilitate this process). Meetings are not required but are encouraged as they provide us an opportunity to talk about what's working, what could improve, and how I can further your learning experience.*

Earning an A in this course means that you have produced exceptional work and your performance in all aspects of the course has been outstanding.

**Assessment of Learning and Work (Assignments):**

This semester you will be assessed on 1) participation & reflection and 2) State of the Field (SotF) Project.

Please see the appendix for details about the assignments and expectations.

**The Firing Option**

When working in groups or teams, members reserve the right to use the firing option. For members not meeting expectations, the group can seek remedy by first providing a written warning (be sure to include me on this communication) and engaging in consultation with me. If performance does not improve, the group can fire the underperforming member. Fired students will then have to conduct an additional research project individually, in addition to completing any remaining course assignments.

## Course Schedule

You must stay up with the course readings and assignments in order to maximize your online classroom experience. Although this is a general outline of readings, the schedule is subject to change as the semester proceeds. Students will be notified of any changes or modifications to the course schedule.

Readings under the “required” heading are required – those with an asterisk (\*) are available on Moodle, those underlined are available via eBook Central (Mansfield Library online). “Recommended” readings are resources to enhance your required readings and are optional. If you encounter any problems accessing materials, please contact me.

### SECTION I: THE POVERTY FRAMEWORK

	Required	Recommended	Assignments
<b>Week 1: Jan. 11 – 17</b>  <i>What is poverty? Historical views and values</i>	<u>Iceland</u> (via eBook Central) → Introduction (p. 13-17; up to “organization of this book”) → Chapter 1 <u>Quadagno</u> (via eBook Central) → Chapter 1  Klebner * Besharov*	<a href="#"><u>PRB American Attitudes about Poverty &amp; the Poor</u></a>  <a href="#"><u>Pew Research Circumstances not Work Ethic as Reasons People are Rich or Poor</u></a>	→ Take the NYT The Upshot <a href="#"><u>“Could you Manage as a Poor American”</u></a> quiz → Introduce yourself (Week 1 Discussion) → <a href="#"><u>Consider if you will work with a partner</u></a> for the SotF project → <a href="#"><u>Let me know what days/times work best for Week 5 and 15 Zoom</u></a> sessions
<b>Week 2: Jan. 18 – 24</b> <i>(Jan. 18 MLK Day)</i>  <i>How do we measure poverty?</i> <i>Who is poor in America?</i>	<u>Iceland</u> (via eBook Central) → Chapter 3  Haverman* O’Brian & Pedulla* Pimpare*	<a href="#"><u>CAP The Poverty Line Matters, but isn’t Capturing Everyone it Should</u></a>  <a href="#"><u>How the Census Bureau Measures Poverty</u></a>	→ <a href="#"><u>Finalize if you are working with a partner</u></a> for the SotF project → Discussion <ul style="list-style-type: none"> <li>○ Opens 10:00am Wednesday</li> <li>○ Closes 10:00pm Saturday</li> </ul>
<b>Week 3: Jan. 25 – 31</b>  <i>Unequal in America – measuring inequality</i>	Badger* Braun* Holland* Lepore*	<a href="#"><u>Council on Foreign Relations: The U.S. Inequity Debate</u></a>  <a href="#"><u>Pew Research: The Many Ways to Measure Inequality</u></a>  <a href="#"><u>CBPP Trends in Inequality</u></a>  <a href="#"><u>EPI Income Inequality in America</u></a>	→ Work on SotF Assignment 1

## SECTION II: CAUSES AND CONSEQUENCES OF POVERTY & INEQUALITY – LINKS TO POLICY

	Required	Recommended	Assignments
<b>Week 4: Feb. 1 – 7</b>  <i>The “Culture of Poverty” thesis, flawed character, and class</i>	Lewis* Iceland (via eBook Central) → Chapter 5  Rose & Baumgartner*  Listen: <a href="#">The Long Shadow of the Moynihan Report</a>	<a href="#">Blackpast: Text of the Moynihan Report</a>	→ SotF Assignment 1 due by 10:00pm on 2/6
<b>Week 5: Feb. 8 – 14</b>  <i>The underclass, revisited “culture of poverty” thesis, agency versus structure</i>	McDermott & Vossoughi* Jencks* Patterson* Small, Harding, & Lamont* Lareau* Jordan*	<a href="#">EPI: Is Poverty a Mindset?</a>	→ Discussion <ul style="list-style-type: none"> <li>○ Opens 10:00am Wednesday</li> <li>○ Closes 10:00pm Saturday</li> </ul>
<b>Week 6: Feb. 15 – 21</b> <i>(Feb. 15 President’s Day)</i>  <i>Policies that Address our Flawed Character</i>	Dobelstein* Moffitt* Pavetti* Bernstein*  Listen: <a href="#">Uncertain Hour Episode 1 – The Magic Bureaucrat</a> Listen & View: <a href="#">How Welfare has Changed since 1996, 3 Charts</a>	If you are not familiar with these programs: <a href="#">CBPP Policy Basics: SNAP</a> <a href="#">FNS Short History of SNAP</a> <a href="#">CBPP Policy Basics: TANF</a> <a href="#">Legislative History (p. 1-15) TANF</a> <a href="#">CBPP Policy Basics: WIC</a> <a href="#">USDA WIC Program Trends</a> <a href="#">CBPP Policy Basics: EITC</a> <a href="#">CBPP Policy Basics: SSI</a> <a href="#">CBPP Policy Basics: SSDI</a> Bane*	→ Work on SotF Assignment 2 → <a href="#">Sign-up for mid-semester Zoom conference</a> , if you haven’t done so already and would like to meet with Dr. B
<b>Week 7: Feb. 22 – 28</b>  <i>Social stratification: racism, sexism, discrimination</i>	Foster* Carten* Pager & Shepherd* Abramovits*  Listen: <a href="#">Uncertain Hour Episode 2: White Gloves, Aluminum Cans, and Plasma</a>	<a href="#">EPI: Black Women’s Labor Market History Reveals Race and Gender Discrimination</a>  <a href="#">Brookings: The Case for Race-Conscious Policy</a>  Norris* Limbert & Bullock*	→ Complete an <a href="#">Implicit Association</a> test (such as gender, disability, race, sexuality, transgender). You will not need to share your results → <a href="#">Watch DPAP Cultural Awareness video</a> → Complete UOnline mid-semester assessment → Optional mid-semester Zoom conferences with Dr. B



<p><b>Week 8: Mar. 1 – 7</b> (Mar. 4 UM Student Break)</p> <p><i>Concentration of poverty: racial, income segregation and social disadvantage</i></p>	<p>Massey* Lichter, Parisi, &amp; Taquino* Edsall*</p> <p><a href="#">Institute for Research on Poverty: Many Rural Americans are still “Left Behind”</a></p>	<p><a href="#">Patillo</a> (read first) and <a href="#">Ifill</a> (read second)</p> <p><a href="#">Jargowski (The Century Foundation): The Architecture of Segregation</a></p>	<p>→ Discussion</p> <ul style="list-style-type: none"> <li>○ Opens 10:00am Wednesday</li> <li>○ Closes 10:00pm Saturday</li> </ul> <p>→ Optional mid-semester Zoom conferences with Dr. B</p>
<p><b>Week 9: Mar. 8 – 14</b></p> <p><i>Policies addressing concentration of poverty: housing and neighborhoods</i></p>	<p><a href="#">CBPP Policy Basics: Public Housing Change: Living in a Poor Neighborhood changes Everything about your life</a> <a href="#">Badger: The Basic Reason...</a></p> <p>White* Desmond*</p> <p>Listen: <a href="#">Code Switch: Location, Location, Location</a></p>	<p>More about MTO: <a href="#">NYT: New Research on why Mobility Matters</a></p> <p><a href="#">The Effects of Moving to a Better Neighborhood on Children: Evidence from MTO</a></p>	<p>→ <a href="#">Explore Urban Institute cost of affordable housing, doesn’t work out simulation</a></p> <p>→ SotF Assignment 2 due by 10:00pm on 3/13</p>
<p><b>Week 10: Mar. 15 – 21</b> (Mar. 16 UM Student Break)</p> <p><i>Policies addressing poverty and social disadvantage: labor market, jobs, wages, and unions</i></p>	<p>Blank* Holzer* Bucci* Jansa* Romich &amp; Hill* DeParle*</p> <p>Pew Research: <a href="#">10 Facts about American Workers</a></p>	<p><a href="#">CBPP: Number of People in Families with Below Poverty Earnings</a></p> <p>Dean* Copper*</p>	<p>→ Work on SotF Assignment 3</p>
<p><b>Week 11: Mar. 22 - 28</b></p>	<p><b>DPAP Research and Recharge Week</b></p>		
<p><b>Week 12: Mar. 29 – Apr. 4</b> (Apr. 2 UM Student Break)</p> <p><i>Policies addressing poverty and social disadvantage: education</i></p>	<p>Ladd* Duncan, Magnuson, &amp; Murane* Dynarski*</p> <p>Belsie (NBER): <a href="#">Changing Inequality in College Completion</a> (if you are interested in education policy, read the full working paper)</p>	<p><a href="#">Pew Research: Rising Share of Undergrads are from Poor Families</a></p> <p><a href="#">Mishory, Huelsman, &amp; Kahn (TCF): How Student Debt &amp; the Racial Wealth Gap Reinforce One Another</a></p>	<p>→ Explore NYT: <a href="#">How Effective is your School District</a></p> <p>→ Explore NYT: <a href="#">College Mobility</a></p> <p>→ Discussion</p> <ul style="list-style-type: none"> <li>○ Opens 10:00am Wednesday</li> <li>○ Closes 10:00pm Saturday</li> </ul>
<p><b>Week 13: Apr. 5 – 11</b></p> <p><i>Policies addressing poverty and social disadvantage:</i></p>	<p>Watch: Frontline <a href="#">Growing up Poor in America</a></p> <p>Western*</p>	<p>Anderson*</p> <p>Bastien* Foster* Pager* Haskins*</p>	<p>→ Work on SotF Assignment 3</p>



*incarceration, children, & women*

DeFina & Hannon* Dusenbery* Milli, Huang, Hartmann, & Hayes* DeParle* Witchurst*  Policelli & Gould-Werth: <a href="#">New Research Shoes CA Paid Family Leave Reduces Poverty</a>	Albedla* Shaefer et al.* Skyes & Pettit*  <u>Quadagno</u> (via eBook Central): Chapter 5	
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### SECTION III: WAR ON POVERTY ← → WAR ON WELFARE

	Required	Recommended	Assignments
<b>Week 14: Apr. 12 – 18</b>  <i>The war on poverty, did it work?</i>	Santiago* Iceland*  Wilson & Schieder (EPI): <a href="#">Rise in Child Poverty Reveals Racial Inequity, Failed War on Poverty</a>	Bitler & Karoly*	→ SotF Assignment 3 due by 10:00pm on 4/17
<b>Week 15: Apr. 19 – 25</b>  <i>The wicked problem of poverty: how do we solve it?</i>	Perry* Carpenter & Hamilton* Starke*  NYT The Upshot: <a href="#">Rich People Live Longer Everywhere, for the Poor, Geography Matters</a>  Institute for Research on Poverty: <a href="#">Poverty &amp; COVID-19</a>	Kenny* (read first) then listen to <a href="#">NPR Goats and Soda: How to Fix Poverty</a>	→ Discussion <ul style="list-style-type: none"> <li>○ Opens 10:00am Wednesday</li> <li>○ Closes 10:00pm Saturday</li> </ul> → Complete UOnline end-of-semester course assessment

## Classroom Policies

**Extra Credit:** I do not offer extra credit for this course.

**Make-up Exams:** There is no exam in this course.

**Classroom Etiquette:** Our classroom will be a civil and supportive space. Should anyone fail to act in an appropriate manner, I reserve the right to remove them from course discussions.

**E-Mail Etiquette:** E-mail is an effective tool and a good way for you to reach out to me with questions, but it does not replace speaking “face-to-face.” If you have involved questions about course material, your performance, or simply want to check-in, please set up a time to meet with me via Zoom. Please include **PUAD 595** in the subject line of your e-mails and keep professionalism in mind.

**Incompletes or Withdrawals (“W”) from the Course:** Please see the University’s add/drop [policies](#).

**Late Assignments:** I expect you to turn in assignments on time. With this being said, I understand that the lives of the individuals in our DPAP community are dynamic and require flexibility. It is my preference that you reach out to me sooner, rather than later (e.g., **72 hours before an assignment is due**) about adjustments to the course schedule. I respect you – it is OK if you need extra time to complete work. Part of respect is believing you and your autonomy – I do not need you to prove, explain, or answer why – I simply ask that you let me know of your need for extra time, so that I can plan accordingly. All assignments must be completed to receive a grade for the course.

**University Attendance Policy:** Please review the course participation and attendance policy (above). Students who are registered for this course but do not attend the first two class meetings may be required by the professor to drop the course. This rule allows for early identification of class vacancies to permit students on the course waitlist to add classes. Students not allowed to remain in the course must complete a drop form or drop the course via CyberBear to avoid receiving a failing grade. Students who know they will be absent should contact the professor in advance.

**Wikipedia:** The “Truth by Consensus” is not reliable (and sometimes not valid). Wikipedia should not be cited in any assignment. Rather, you should become comfortable citing scholarly research and peer-reviewed sources as a graduate student at the University of Montana. Visit the Mansfield Library website and Google Scholar for resources. Reach out to me for further help, if necessary.

**Academic Dishonesty (Plagiarism):** Students must follow the University’s policies for academic dishonesty. More information can be found in the [Student Code of Conduct](#). All work submitted for this class must be your own. Duplicated work (e.g., work completed for another class) will be considered an act of self-plagiarism. Acts of academic dishonesty will result in a grade of zero (0) for the assignment. Moreover, acts of plagiarism will be reported to the Academic Court. To avoid plagiarizing, cite each reference or source (direct quotes, paraphrases, and ideas and charts/graphs) you use and give proper credit for the ideas, opinions, and findings of others. When using the direct quotes, use quotation marks and appropriate citation (e.g., APA) that include the page number and work’s title. If you’re not sure if it’s plagiarism, err on the side of citation.

**Moodle:** This course is supported by Moodle. Please refer to the site regularly for additional readings, supplemental material, announcements, grades, assignment submissions, or updates to the schedule. When submitting assignments on Moodle, students should attach Microsoft Word .doc or .docx files.

**Sensitive Course Materials:** Advanced degree programs seek to expand and challenge student assumptions, worldviews, and conceptions. Therefore, we engage with a wide range of material that do not necessarily affirm personal or broadly accepted understandings, ideas, and beliefs. Students are encouraged to discuss these matters with the professor.

**Disability Assistance:** The University of Montana assures equal access to instruction through collaboration between students with disabilities and instructors. For more information, visit [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact DSS in Lommasson Center 154 or call 406/243.2243. As your professor, I will work with DSS to provide an appropriate modification.

**Cultural Leave Policy:** The University of Montana Cultural and Ceremonial Leave Policy states: Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student’s customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student’s attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.

**Food and Housing Assistance:** Any student who faces challenges securing food or housing, and believes that this could affect their performance in this course, is urged to contact any or all of the following campus resources: [UM Food Pantry](#) (or via @pantryUm on Twitter, @UMPantry on Facebook, um\_pantry on Instagram). The ASUM Renter Center has compiled a [list of resources](#) for UM students experiencing or at risk of housing instability and food insecurity.

## Appendix

### **Participation & Reflection**

We will engage in collaborative discussions and personal reflections in this course. These include:

<b>Discussion (Weeks 1, 2, 5, 8, 12, 15) (Discussions open at 10:00am Mountain Wednesdays and close at 10:00pm Mountain Saturdays)</b>
I will serve as the discussion leader for each of the weeks we have an online Moodle discussion. The class will be broken into discussion groups and spend the week replying to the initial prompts(s) and engaging with one another. Our goal in discussion is not to prove ‘right,’ ‘wrong,’ or our point; but instead, to seek deeper understanding of the complex ideas we cover in class through thoughtful dialogue (not debate).
Discussions open at 10am (Mountain Time) Wednesday and close at 10pm Saturday (Mountain Time).
Expectations for discussion participation include: <ul style="list-style-type: none"><li>→ Quality over quantity (I do not have a minimum/maximum number of posts; however, expect us to engage in a thoughtful and challenging dialogue)</li><li>→ Remaining on-topic</li><li>→ Utilizing evidence (empiricism) – i.e., citing course material, outside readings</li><li>→ Not “posting and ghosting”</li><li>→ Professionalism and respect</li><li>→ Inclusion, an open mind, and challenging ourselves to identify, acknowledge, and sit with our discomfort</li></ul>
<b>Optional Zoom Conferences with Dr. B (held Weeks 7 &amp; 8)</b>
At roughly the mid-point in the semester, I have set aside time in my schedule to meet individually with those that are interested in discussing their progress in the course, their SotF project, their mid-semester reflection, or any other course-related item.
Use this link to schedule: <a href="http://www.Calendly.com/DoctorBarsky/puad-595-mid-semester-conferences">www.Calendly.com/DoctorBarsky/puad-595-mid-semester-conferences</a>

### State of the Field Project (SotF)

Throughout the semester, we will come to understand that poverty policy, inequality, and our thinking and theories around the wicked problem of poverty in the United States are dynamic and changing. The beliefs we held in 1964 when President Johnson declared the “war on poverty,” when President Reagan stereotyped the “welfare queen,” and when President Clinton declared his intention to “end welfare as we know it” have significant impact on today’s poor Americans and the strategies public administrators and policymakers contrive to ameliorate our nation’s inequity.

During this term, you will undertake in-depth research on poverty literature to enhance your understanding of policies and their impact in the United States. You will complete three assignments that build upon one another to ultimately produce a scholarly literature review that details the current state of the field of a poverty topic of your choice.

[You may choose to work with a partner to complete this semester-long project.](#)

### Assignment 1: Topic Proposal (Due 2/6 at 10:00pm Mountain)

The topic proposal’s main goal is to identify a stable topic that you will research to complete the SotF project. Begin by asking yourself, *what is the thing I want to understand?* Your poverty research topic should be informed, well-written, and coherently formulated.

Your topic proposal should include:
<ul style="list-style-type: none"><li>→ Statement of the problem<ul style="list-style-type: none"><li>○ This statement sets out the general reasons why the research topic is important</li><li>○ You might indicate the prevalence of the problem, its relevance or cost, its importance to theory, the relative absence of knowledge (i.e., “the gap”), some contradictory research, etc.</li></ul></li><li>→ Identification of broad themes you would like to explore</li><li>→ Presentation of a research question/statement or hypothesis</li><li>→ Consideration of the <i>so what?</i> question<ul style="list-style-type: none"><li>○ Consider what motivated you to pursue this topic, what the point of researching it is, and why your reader (me) should care</li></ul></li></ul>
Your topic proposal should be <b>no more than two double-spaced pages</b> , use appropriate citation, and meet the writing guidelines included on p. 4 (above)
<i>If you are not using APA citation, you <u>must</u> identify what scholarly style you will be using in your topic proposal and receive my approval.</i>

### Assignment 2: Annotated Bibliography (Due 3/13 at 10:00pm Mountain)

An annotated bibliography is a compellation of cited resources related to a particular topic or theme that includes a brief descriptive or evaluative summary. On a broad level, writing an annotated bibliography lays the foundation for conducting research projects. It serves as a method to evaluate what research has been conducted and critically analyzing and synthesizing the contents of a variety of sources so to draw out key issues and gain a comprehensive perspective on a particular area of knowledge. Your annotated bibliography will dive deeper into the topic you proposed in Assignment 1.

Your annotated bibliography should include:
<ul style="list-style-type: none"><li>→ Introduction<ul style="list-style-type: none"><li>○ The bibliography should include an introduction that describes the topic being covered, including any limits (e.g., only material published in the last decade), method used to identify possible sources (e.g., databases you searched or methods [like keywords, article reference lists] used to identify sources), and your research question/statement or hypothesis<ul style="list-style-type: none"><li>▪ <i>By this time, you should have read enough to propose the thesis of your literature review (assignment 3)</i></li></ul></li></ul></li></ul>

→ Citation

- The first part of each entry after the introduction contains the bibliographic information written in a standard documentation style (i.e., APA citation, formulated in the way you would cite the item in a reference list)
- [Purdue OWL](#) is an excellent resource for APA citation help

→ Annotation

- The second part of each entry should summarize, in paragraph form, the content of the source. You should attempt to provide a description of the content and provide critical commentary that evaluates the source and its relationship to your topic and/or subtheme
- Annotations should be around 150 (minimum) to 300 (maximum) words
- Consider these questions when writing your annotation:
  - Who is the author?
  - What is the author's main purpose?
  - What is the author's theoretical perspective? Research methodology?
  - Who is the intended audience?
  - What is the principal point, conclusion, thesis, contention, or question?
  - How is the author's position supported (or not)?
  - How does this source relate to other studies of the problem or topic?
  - What does this source add to your research project?
  - What are the strengths and weaknesses of the author's work?
- It can be helpful to think about your annotation as containing 3 parts: 1) summary; 2) assessment and evaluation; and 3) reflection
- If you have never constructed an annotated bibliography before, this guide from [Cornell](#), this one from the [University of Toronto](#), or [this page on Purdue OWL](#)

Your annotated bibliography should include at **least 10 original sources** of information on the poverty policy topic you are researching. Original sources include scholarly journal articles, academic books, think tank and policy center research reports, government reports, etc. *You should not utilize secondary sources like news articles.*

Your annotated bibliography must meet style guidelines. If you are not using APA, please indicate the style guide you are following.

Include revisions to your hypothesis/research question based on the feedback you received from Assignment 1.

### Assignment 3: Literature Review (Due 4/17 at 10:00pm Mountain)

The objective of this assignment is to gather and evaluate the literature on the poverty topic you are researching. A literature review is not simply a summary of the literature, but an analysis of what is known, what is not known (i.e., "the gap"), and pertinent theories or schools of thought around the topic and a synthesis of what you have read. The idea is that you demonstrate your research by organizing your sources in some sort of way that informs the reader (me) about the state of knowledge regarding your topic.

In sum, a literature review aims to highlight the current state of knowledge regarding a particular topic understudy. If you are not familiar with literature reviews, please take a look at any scholarly article you read in this class (or others). [This is an example of an expansive literature review](#) (and evidence of their use in practice) and [this guide from USC](#) and [this guide from UNC](#) provide helpful guidance.

Your literature review should include:

- An introduction that gives your reader an idea about the topic (including any pertinent background) and organizational strategy or themes which guide the literature review

- In the introduction, you should also expressly state your research statement/question or hypothesis. That is the foundation on which your literature review is built
- Any sub-issues or theories that you are researching/critiquing
- Framing of scope (e.g., literature from the last 10 years, focusing on a specific population)
- Organization of literature within themes or categories
- Explanation of the connections between works, consideration of the differences between works
- A conclusion that revisits the research statement/question or hypothesis and makes a final case for your thesis
  - This should also include an acknowledgement of limitations and any guidance for where future research and/or discussion should proceed

Your literature review should be **approximately 15 double-spaced pages** (not including references) **and at least 15 original sources**.

You likely will not use all of the references included in your annotated bibliography from Assignment 2 and will include literature in Assignment 3 that you did not have in your annotated bibliography. This is to say, Assignment 3 is not simply an expansion on Assignment 2; rather, it is the demonstration of your continued research and synthesis process.