

McGhee, Heather. 2021. *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together*. One World.

Other readings posted on Canvas (be checking the syllabus and Canvas)

Suggested Textbooks:

Johnson, Walter. 2020. *The Broken Heart of America: St. Louis and the Violent History of the United States*. Basic Books.

Elliot, Andrea. 2022. *Invisible Child: Poverty, Survival, and Hope in An American City*. Random House.

Note: Copies of readings should be available via SLU library.

Diversity, Inclusion & Equity:

My teaching is empathy-based

It is important that students from all backgrounds and perspectives be heard and included in these conversations. Diversity is an invaluable resource and strength.

It is up to all of us to actively work on creating an environment where people feel comfortable to be who they are, as they are accepted for who they are. There may be a diversity of viewpoints, but they must be expressed respectfully.

I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by students, myself, or guests) that made you feel uncomfortable, please talk to me about it immediately.

Classroom Policies:

Please be respectful! Know that this is your opportunity to learn, and I have committed my time to teach you. I expect you to be on time to class and not use your cell phones during class. I start on time and end on time.

Computer privileges: Please use computers for class purposes during class time.

Note on Mental Health: You cannot pour from an empty cup and only you know what that measure is.

Collaborative Inquiry

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided

Students must be in their seats by the time I finish taking attendance; students can have two unexcused absences; I will not provide notes to absent students.

Note on late attendance: I will accept an **occasional** tardiness up to 5 minutes without a university-approved excuse.

3) Weekly Responses (200 Points):

On weeks you are not a discussion leader, you will turn in a short writing response that will up to 5 assignments (40 points each). Your short response should elaborate on **one point** of interest in the reading, which particularly drew you in. Must include:

1 page, single-spaced, Times New Roman, 12pt font

Focus on one controlling idea throughout your response (i.e., a critique of one of the

listing several ideas that you found interesting.

One current (within the last six months) news article connected to your point/the readings

The weekly responses must be submitted via Canvas.

Deadlines Tuesdays 11:59pm

4) Discussion Leadership Questions (250 Points):

Each student will be required to prepare discussion questions every other week (when they are not assigned Weekly Response) up to 5 assignments (50 points each).

To maintain a high level of academic rigor during our discussions, the format of the

includes 6 levels from simple recall (i.e., Knowledge Domains) to more complex and abstract levels (e.g. Evaluation Domain).

Using at least three different readings, discussion leaders are required to target one question at each of the 6 levels (6 questions total) and identify which domain each question relates to.

Deadline Tuesdays 11:59pm.

The questions must be submitted via Canvas.

During the discussion, students will be responsible for leading their questions, so they should prepare by bringing notes to class for each question.

5) WGS Community Support (30 points):

Students are required to attend **one** SLU WGS-related event of their choosing this semester and will write a short summary on the event and its relation to the course. The summary should be a short reflection essay (approximately 250 words) that in the first paragraph summarizes the content or a theme of the event and in the second paragraph describes how it relates to something in the course.

There are many events to choose from: the WGS brown bag speaker series, as well as events co-sponsored with other departments or SLU organizations. I will announce these

Studies bi-weekly emailed newsletter.

6) Service-Learning Project (370 total points):

As a Jesuit university, St. Louis University has an interest not only in teaching students about social justice but also in helping them explore ways to promote it in practice. For this

EXTRA CREDIT Opportunity:

Documentary Reflection Essays (50 Points):

I will provide a list of documentaries on Canvas that can be found on Netflix, Hulu, Amazon Prime, and/or SLU library. You can write up to TWO brief 1-2 paragraph essays (25 points each) on your thoughts regarding the documentary including three new perspectives you learned--and how it is connected to course materials. Be sure to follow the instructions on canvas for full credit.

You can only select one documentary from each category ONCE, so each of your documentaries will be from different sections/categories.

Documentaries should be a summary and be connected to course readings with three facts listed below the summary.

Include the following in-

(Ochoa 2019: 34)

Note on Late Assignments: Students have a week to submit their assignments on Canvas, so an absence or mental health day on the due date does not excuse the assignment without documentation. Stay in communication with me!

Note on using AI: Students will not use any AI for any assignments. Any inB5n4reW*nnETQq0.00000912 0 61

Tentative Course Calendar

Date	Class Readings & Materials
Intro Week	
Tuesday, January 16	
Thursday, January 18	Elliot, Andrea. 2022. <i>Invisible Child: Poverty, Survival, and Hope in An American City</i> . Random House. Chapters 1-3
Week 1	DL#1/WR #1 Due
Tuesday, January 23	<p>The history you never learned: an introduction to structural oppression.</p> <p>What is Poverty? How close are you to poverty?</p> <p>Rank et al. 2023. <i>Poorly Understood: What America Gets Wrong About Poverty</i>. Section 1: Introduction (p 1-5) Section 1: Most American Will Experience Poverty (p 9-16) Section 1: Poverty Spells are Short, but Frequent (p 24-31)</p> <p>Confronting Poverty. 2023. Retrieved from https://confrontingpoverty.org/poverty-facts-and-myths/most-americans-will-experience-poverty/</p> <p>https://time.com/6320076/american-poverty-levels-state-by-state/</p> <p style="text-align: center;">On Canvas</p> <p>https://www.census.gov/newsroom/stories/poverty-awareness-month.html</p>

Peter G. Peterson Foundation.

<https://www.pgpf.org/blog/2023/09/7-key-trends-in-poverty-in-the-united-states>

pdf.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10446494/>

<https://www.statista.com/statistics/203183/percentage-distribution-of-household-income-in-the-us/>

<https://www.laprogressive.com/racism/when-affirmative-action-was-white>

Thursday, February 1

Elliot, Andrea. 2022. *Invisible Child: Poverty, Survival, and Hope in An American City*. Random House. Chapters 8-10

Week 3

DL#3/WR #3 due

Tuesday, February 6

Thursday, February 8

Elliot, Andrea. 2022. *Invisible Child: Poverty, Survival, and Hope in An American City*. Random House. Chapters 11-15

Week 4

DL#4/WR #4 due

Service-Learning Preliminary Reflection Essay due Feb 15

Tuesday, February 13

Intersectionality & Poverty (Race, Gender, Disability, Motherhood, Undocumented/Migrant workers, LGBTQ+, Childhood Poverty) Cont.

Rani Caryn Rabin, "A Hunger Crisis in the LGBT Community," *New York Times*, July 18, 2016, available online on the *NY Times Well* blog.

among Disabled People Living in the

Thursday, February 15 | Elliot, Andrea. 2022. *Invisible Child: Poverty, Survival, and Hope in An American City*. Random House. Chapters 16-19.

Week 5

DL#5/WR #5 due

Tuesday, February 20 | **Intersectionality & Poverty (Race, Gender, Disability, Motherhood, Undocumented/Migrant workers, LGBTQ+, Childhood Poverty) Cont.**

Melvyn Oliver and Thomas Shapiro, *Black Wealth/White Wealth: A New Perspective on Racial Inequality* (1995), pp. 303-17 (excerpted in Sarah Ferguson, *Mapping the Social Landscape*, 4th edition [Boston: McGraw Hill]) and pp. 45-50 (photocopied from original book).

Col

Andrew W. Kahrl, "Black People's Land Was Stolen," *New York Times*, June 23, 2019, available online.

Kendall, Mikki. 2020. *Hood Feminism: Notes From The Women A Movement Forgot*.

Race, Poverty, & Politics (173-187)

McGhee, Heather. 2022. *The Sum of Us*.

Chapter 2: Racism Drained the Pool (p. 17-39)

Rank et al. 2021. *Poorly Understood: What America Gets Wrong About Poverty*.

Section 1: Whites are the Largest Racial Group Experiencing Poverty (p 32-38)

<https://www.pewresearch.org/race-ethnicity/2023/12/04/wealth-surged-in-the-pandemic-but-debt-endures-for-poorer-black-and-hispanic-families/>

Shriver, Maria and The Center for American Progress. 2014.

-Hispanic families with a single mother in

<https://www.statista.com/statistics/205049/percentage-of-poor-white-families-with-a-female-householder-in-the-us/>

-Racial variation in Single Motherhood Prevalences and Penalties for Child Poverty in the United States, 1995-

Thursday, February 2

Lohr, Steve. 2017. "'Second Route' to Middle Class," *NY Times*, available online.

Briefly look at the website of The Freelancers' Union, especially the tab, "In the

t in the US from January 2017 to

<https://www.statista.com/statistics/1063502/average-monthly-apartment-rent-usa/>

<https://themreport.com/news/data/10-06-2023/renting-with-an>

NY Times editorial. 2021. "How Lower Income Americans Get Cheated on Property Taxes," <https://www.nytimes.com/2021/04/03/opinion/sunday/property-taxes-housing-assessment-inequality.html>

PNAS, 120 (41): 1-6.

<https://www.nytimes.com/2023/10/02/upshot/evictions-children-american-renters.html>

<https://economics.yale.edu/news/230926/new-research-sheds-light-economic-consequences-evictions>

Linda Gibbs, Jay Bainbridge, Muzzy Rosenblatt, and Tamiru Mammo. 2021. *How Ten Global Cities Take on Homelessness: Innovations That Work*. Oakland, CA: The University of Calif. Press.

Chapter 4. Developing an Affordable Housing Strategy, pp. 70-85.

Chapter 5: Supportive Housing

Kristof, Nicholas. 2019.

Week 9

Tuesday, March 19

<https://www.cbpp.org/press/statements/record-rise-in-poverty-highlights-importance-of-child-tax-credit-health-coverage>

Gruberg

<https://www.americanprogress.org/article/american-rescue-plan-act-will-significantly-address-lgbtq-poverty/>

Thursday, March 28

NO CLASS; EASTER BREAK

Elliot, Andrea. 2022. *Invisible Child: Poverty, Survival, and Hope in An American City*. Random House. Chapters 34-36

Week 11

Tuesday, April 2

Government Programs & Policies (HUD, SNAP, federal minimum wage, Equal Pay, Unemployment Benefits)

Desilver

Research. <https://www.pewresearch.org/short-reads/2023/07/19/what-the-data-says-about-food-stamps-in-the-u-s/>

<https://www.ncoa.org/article/can-i-get-food-stamps-a-non-citizens-guide-to-snap-benefits>

-wage work uncertainty often traps

low-

California, Davis. <https://poverty.ucdavis.edu/policy-brief/low-wage-work-uncertainty-often-traps-low-wage-workers>

<https://nationalpartnership.org/moms-equal-pay-day-spotlight-single-mothers-poverty-wage-gap/>

<https://www.pewresearch.org/social-trends/2023/03/01/the-enduring-grip-of-the-gender-pay-gap/>

<https://www.hrc.org/resources/the-wage-gap-among-lgbtq-workers-in-the-united-states>

Wilson, Valerie

-White

Disparities in Labor Market Outcomes Requires Models that Account for Persistent
Economic Policy Institute.

<https://www.epi.org/unequalpower/publications/understanding->

Thursday, April 11, 2019

<https://www.npr.org/sections/health-shots/2023/12/20/1220621785/for-the-third-year-in-a-row-aca-health-insurance-plans-see-record-signups>

NYT.

<https://www.nytimes.com/2024/01/10/us/politics/obamacare-affordable-care-act-signups-record.html>

Tirado, Linda. 2014. *Hand to Mouth: Living in Bootstrap America*.
Chapter 6: This part is about sex (p.105-112)

Kendall, Mikki. 2020. *Hood Feminism: Notes From The Women A Movement Forgot*.
Reproductive justice (217-236)

Thursday, April 11

Elliot, Andrea. 2022. *Invisible Child: Poverty, Survival, and Hope in An American City*. Random House. Chapters 39-41

Tirado, Linda. 2014. *Hand to Mouth: Living in Bootstrap America*.
Chapter 10: An Open Letter to Rich People (p.183-202)

Week 13

Tuesday, April 16

DL#11/WR #11 due

STL History

Look at website for BUD program: <https://moworksinitiative.org/building-union-diversity-bud-program/>

<https://news.stlpublicradio.org/show/st-louis-on-the-air/2021-10>

-Igoe Residents Exposed to government testing seek
https://www.stltoday.com/news/local/metro/pruit-igoe-residents-exposed-to-government-testing-seek-compensation-what-about-us/article_2519b290-49ae-11ee-b708-237b74789b73.html

Tuesday, April 23

Service-Learning Project Log due April 25

Service-Learning Critical Reflection Essay due April 25

Globalization, Sustainable Development Goals, Global Poverty, & Climate Change

Farmer, Paul. 2005. Pathologies of Power: Health, Human Rights, and the New War on the Poor pp. 29-50.

Evans, Alice. 2019. "Inclusive Prosperity for Global Supply Chains," *Boston Review* pp. 59-63.

RCEJ.

<https://rcej.scholasticahq.com/article/37747-improving-health-of-persons-with-disabilities->

Read the interactive *New York Times* piece on the inequity of extreme heat by Somini Sengupta, August 6, 2020, available at <https://www.nytimes.com/interactive/2020/08/06/climate/climate-change-inequality-heat.html>

Del Carmen Perez-

Applied Science

11.

Environmental Research Letters 16.

Policy Research Working Paper.

Yuheng, Li, Wu Wenhao, and Wang Yongsheng.

Journal of Geographical

Sciences. 31(8): 1159-1170.

Wires Climate Change. 1-16.

Thursday, April 25

Elliot, Andrea. 2022. *Invisible Child: Poverty, Survival, and Hope in An American City*. Random House. Chapters 42-Afterword

Week 15

Active citizens, advocacy, and the role of civil society

Core Reflection Essay due May 2

Tuesday, April 30

Extra Credit Documentary Essays due May 3

WGS Community Support due May 3

Rank et al. 2021. *Poorly Understood: What America Gets Wrong About Poverty*.

Section 6 (20): Reshaping Social Policy (p 166-176)

Section 6 (21): Creating the Change (p. 177-184)

Thursday, May 2	Last day of class
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Note: Syllabus subject to change at any point. Please check your email daily.



Title IX resources, Student Success Center, University Writing Services, Mandatory Face Masks Statements, and In-Person Class Attendance and Participation Statement.

Title IX. Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU’s Title IX Coordinator and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an -877-525-5669 or online

at <http://www.lighthouse-services.com/slu> visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php> and <https://www.slu.edu/general-counsel>.