

POVERTY, THE UNDERCLASS AND PUBLIC POLICY

SOCIAL WORK DOC 846/POLITICAL SCIENCE 846

FALL 2005

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Office Hours: Thursday 1:00-3:00

Other times by appointment

Website:

<http://www.ctools.umich.edu>

This seminar will examine the nature and extent of poverty in the U.S., its causes and consequences, and the antipoverty effects of existing and proposed government programs and policies. The types of questions to be addressed include the following:

What is poverty? Who are the underclass? Why is poverty so persistent? Is there a culture of poverty? Why are poverty rates for minorities so high? What are the interrelationships among poverty, family structure, inner city neighborhoods, crime, labor market conditions and public policies? Is poverty passed on from generation to generation? How has welfare reform changed the playing field? What are the effects of neighborhood, housing, education, labor market and welfare policies on poor adults and children? How might these policies be better designed to improve the economic prospects of poor adults and children?

SHORT PAPER REQUIREMENT

There are eight topic areas over 14 weeks. Students are required to write eight short (2-3 typed pages) papers on these eight topic areas. One paper *must* be on Topic 2 "Poverty Theories" and must review and assess the model of the underclass Wilson outlines in his book, *When Work Disappears*. Each paper should cover a single week's required readings. Papers are due on the days readings are required. **No late papers will be accepted.** Many topic areas cover several issues, and students are asked to pick one issue to write on. For example, Topic 1 includes readings on six issues. If you wish to write on more than one issue—i.e., if you wish to do two separate papers on one topic's set of readings, this is permissible. The second paper can count toward your total of nine papers. The second paper can be turned in one week later than the first paper. These short papers *must* be informed by the required readings.

RESEARCH PROPOSAL REQUIREMENT

The main requirement for this course is a proposal which reviews the literature and proposes a research study on a poverty-related topic. Students considering writing their third-year papers, prelim papers, or thesis in this area should use this proposal to explore a possible topic. Your goal is to design a proposal for a publishable paper. Half your grade will be based on this proposal. The schedule for this proposal is as follows:

TOMORROW: Start thinking about possible topics. This can be the hardest part of your proposal. Make a list of 2 or 3 possibilities, discuss them with relevant faculty, make an appointment to see me if that would help, and do some background reading on each topic so you have some idea of what has been done. **Don't settle on a topic until you have done some reading, have a question that research could help answer, and have some idea about how (what evidence) you might go about answering it.**

October 5: Email me a brief description of your proposed topic and research question. Hand in a hard copy version in class.

October 11-14: Make an appointment with me to discuss the topic.

November 2: Submit a revised research question, and a 5-15 page literature view of research in the area. This review should include a brief discussion of how answering your question will add to what is already known and a brief outline of kinds of evidence you will use to answer the question. Hand in a hard copy in class and email me an electronic copy.

December 7: Submit a 10-20 page proposal that includes: (1) a brief statement of problem, (2) a literature review showing how you will add to past research and (3) a research plan. For example, if results of past studies disagree, you should suggest possible reasons for these discrepant results and show how your analysis might resolve this controversy

DISCUSSION REQUIREMENTS

This is a seminar, and all students are expected *to arrive on time, to have read the assigned articles prior to the session in which they will be discussed*, to attend class regularly, and to participate in class discussion. Students should be prepared to talk on the discussion questions at the end of each topic area. Each student will be asked in class to summarize a week's readings and to critique particular readings at least once. **If students do not attend class regularly, their grades will automatically drop 1 letter grade.**

GRADING

Grades will be based on the short papers (40 percent), class discussion (10 percent) and the research proposal (50 percent).

Readings

Required readings are marked with an *. Required readings on a topic area should be read on the day lectures on that topic begin. Most required papers/articles can be obtained on the web. Required articles not available on the web are either on reserve at Foster Library, second floor, Lorch Hall or in the online course pack at: <http://ctools.umich.edu>

Five books are required for the course:

J Young, The Minds of Marginalized Black Men: Making Sense of Mobility, Opportunity and Future Life Chances

Danziger and Haveman, Understanding Poverty (2002).

W. J. Wilson, When Work Disappears: The World of the New Urban Poor.

K. Newman, No Shame in My Game

K. Edin and M. Kefalaf, Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage

All these books should be available at Shaman Drum.

You also are encouraged to read several chapters of Blank, Dabady and Citro (eds.) Measuring Racial Discrimination. Two copies are on reserve in the Foster Library.

Interesting Web Sites:

- Administration for Children and Families: <http://www.acf.dhhs.gov>
Asst. Secy. of HHS for Planning and Eval.: <http://aspe.os.dhhs.gov>
Brookings Institute: <http://www.Brookings.edu>
Census Bureau: <http://www.census.gov>
Center on Budget and Policy Priorities: <http://www.cbpp.org>
Center for Law and Social Policy: <http://www.clasp.org>
Children's Defense Fund: <http://www.childrensdefense.org>
Electronic Policy Network: <http://epn.org/idea/welfare.html>
Fragile Families: <http://crcw.princeton.edu/fragilefamilies>
Heritage Foundation: <http://www.heritage.org>
Institute for Research on Poverty: <http://www.ssc.wisc.edu/irp>
Joint Center for Poverty Research <http://www.jcpr.org>
Manpower Demonstration Research Corporation: <http://www.mdrc.org>
Michigan Program on Poverty and Social Welfare Policy:
<http://www.ssw.umich.edu/poverty/pubs.html>
Urban Institute: <http://www.urban.org>
Welfare Information Network: <http://www.welfareinfo.org>
Welfare Law Center: <http://www.welfarelaw.org>

TOPIC 1. WHY STUDY POVERTY, THE MEASURE OF POVERTY, SHORT-RUN VS. LONG-RUN POVERTY AND TRENDS IN INEQUALITY (SEPTEMBER 7 AND 14)

NOTE: WRITE YOUR SHORT PAPER ON PART I, III, OR V.

Part I Why We Should Care About Inequality

*Christopher Jencks, "Does Equality Matter?" *Daedalus* (Winter 2002), pp. 1-17, available from: <http://www.amacad.org/publications/winter2002/Jencks.pdf>.

*Finis Welch, "In Defense of Inequality," *The American Economic Review* 89, no. 2 (May 1999), pp. 1-17, available from JSTOR:
<http://www.jstor.org/view/00028282/ap000010/00a00040/0?currentResult=00028282%2bap000010%2b00a00040%2b0%2c03&searchUrl=http%3A%2F%2Fwww.jstor.org%2Fsearch%2FAdvancedResults%3Fhp%3D25%26si%3D1%26All%3D%26Exact%3DIn%2BDefense%2Bof%2BInequality%26One%3D%26None%3D%26sd%3D%26ed%3D%26jt%3D>

Part II Thinking About Poverty Policy

Blank, 1997. *It Takes a Nation*, pages 191-200. (on reserve)

*Danziger and Haveman. "Introduction: The Evolution of Poverty and Antipoverty Policy." *Understanding Poverty*, pg. 1-24.

*J. Waldfogel. Ch. 15, "Research on Poverty and Antipoverty Policies", *Understanding Poverty*, pages 463-471.

Part III The Measure of Poverty

Questions of measurement often seem tedious and irrelevant. After all, "everybody knows" that poverty is (or is not) a problem. We should spend our time thinking about ways to solve the problem—not about how to measure it.

However, deciding who is poor and who is not poor is important. First, any definition of poverty embodies a set of assumptions about what constitutes economic need. Policy decision-makers need to be aware of these assumptions. Second, we often decide who is or is not eligible for aid by our definition of poverty. Third, if we are to monitor the effectiveness of interventions designed to reduce or eliminate poverty, we need to be able to measure the extent of poverty before and after the interventions.

John Iceland, "Methods of Measuring Poverty," in *Poverty in America: A Handbook* (Berkeley, CA: University of California Press, 2003), pp. 1–37 and 43–48. (on reserve)

M. Orshansky. "Counting the Poor," *Social Security Bulletin*, 1965.

A. Sen. 1983 "Poor Relatively Speaking" *Oxford Economic Papers*, 35,2: pp. 153-169 (strongly recommended)

S. Mayer, C. Jencks and J. Swingle. 2004. "Why Federal Poverty Rates Provide No Useful Information About Changes in Children's Economic Welfare" in E. Wolff (ed) What Happened to the Quality of Life in the Advanced Industrial Nations (recommended).

*Nicholas Eberstadt. "The Poverty Rate: America's Worst Statistical Indicator," *AEI: On the Issues*, March 1, 2002, pp. 1–2, available from:

http://www.aei.org/publications/pubID.13711.filter.all/pub_detail.asp

C. Citro and R. Michael. "Measuring Poverty: A New Approach 1995, Ch. 1, (through pg. 89).

* Measuring Poverty: A New Approach," *Focus: Newsletter of the Institute for Research on Poverty*, 1995 http://www.ssc.wisc.edu/irp/pubs/focusold/17.1.a/measuring_poverty.txt

*Douglas J. Besharov and Peter Germanis, "Reconsidering the Federal Poverty Measure," 2004, pp. 1–24, available from:

<http://www.welfareacademy.org/pubs/poverty/povmeasure.pdf>.

U.S. Census Bureau, *Supplemental Measures of Material Well-Being: Expenditures, Consumption, and Poverty: 1998 and 2001*, Current Population Reports (Washington, DC: U.S. Department of Commerce, September 2003), pp. 1–32, available from:

<http://www.census.gov/prod/2003pubs/p23-201.pdf>

*Bruce Meyer and James Sullivan, "Measuring the Well-Being of the Poor Using Income and Consumption," Working Paper 9760, National Bureau of Economic Research, 2003, pp. 1–59, available from: <http://www.nber.org/papers/w9760>.

Bruce D. Meyer and James X. Sullivan. "The Well-Being of Single-Mother Families After Welfare Reform." Brookings Institution Policy Brief: Welfare Reform and Beyond #33, August 2005. (see [http:// www.Brookings.edu](http://www.Brookings.edu)) [An argument for a consumption measure of well-being]

Robert E. Rector and Kirk A. Johnson, "Understanding Poverty in America," *Backgrounder 1713*, January 5, 2004, pp. 1–21, available from:

<http://www.heritage.org/Research/Welfare/bg1713.cfm>

R. M. Blank, *It Takes a Nation*, 13-30.

C. Jencks and S. Mayer. "Poverty and the Distribution of Material Hardship." *Journal of Human Resources*, Spring 1989. (highly recommended)

Part IV. Who Is Poor? (class lecture)

John Iceland, "Characteristics of the Poverty Population," in *Poverty in America: A Handbook* (Berkeley, CA: University of California Press, 2003), pp. 38–40 and 48–59.

U.S. Census Bureau, *Supplemental Measures of Material Well-Being: Expenditures, Consumption, and Poverty: 1998 and 2001*, Current Population Reports (Washington, DC: U.S. Department of Commerce, September 2003), pp. 1–32, available from:

<http://www.census.gov/prod/2003pubs/p23-201.pdf>

Part V: Trends in Economic Growth, Economic Inequality, and Poverty

Economic growth was very slow between 1972 and 1993, and economic inequalities widened during the 1980's expansion. Between 1993 and 2000, the U.S. experienced a sustained economic expansion. This was followed by a brief recession in 2001-2002 and then slower growth since then. Did the 1990's economic boom benefit all groups? Did it reduce inequality and poverty? Which demographic groups have high rates of poverty? What has happened since 2000? How do U.S. rates of poverty compare with other developed nations?

*Douglas J. Besharov, "Poverty, Welfare Dependency, and the Underclass: Trends and Explanations," in Michael R. Darby (editor), *Reducing Poverty in America: Views and Approaches* (Thousand Oaks, CA: SAGE Publications, 1996), pp. 13-56. Available from: <http://www.welfareacademy.org/pubs/poverty/povchapter.pdf>

*Burtless and Smeeding, Ch. 1: "The Level, Trend, and Composition of Poverty", Understanding Poverty, pg. 27-68.

U.S. Census Bureau, "Income, Poverty, and Health Insurance Coverage in the United States: 2003," Press Briefing, Press Release, Text, Graphs, and Tables, August 2004, pp. 1-13 and Appendix B, available from: <http://www.census.gov/prod/2004pubs/p60-226.pdf>

J. Iceland. 2003. "Why Poverty Remains High: The Role of Income Growth, ..." Demography 40(3):499-519. <http://muse.jhu.edu/journals/demography/v040/40.3iceland.html> (recommended)

R. Rector, "The Myth of Widespread American Poverty", The Heritage Foundation Background #1221 (Sept. 1998). <http://www.heritage.org/Research/Welfare/BG1221.cfm> (recommended)

H.W. Hoynes, M.E. Page, and A.H. Stevens, 2005. "Poverty in America: Trends and Explanations." (available from online coursepack)

Part VI: Short-Run Poverty vs. Long-Run Poverty, and Intergenerational Inequality (Lecture)

Many people think of the poor as mired in poverty from year to year, with few people escaping. Is this accurate? Or is there substantial turnover in the poverty population? How many people who become poor remain poor for a very long time? How many people escape poverty only to fall into poverty several years later? Do the persistently poor differ demographically from the rest of the population?

*R. Blank, *It Takes a Nation*, 13-30. (on reserve in Foster Library)

Corcoran, ch. 4, "Mobility Persistence, and ...", Understanding Poverty, pg. 127-140.

A. H. Stevens. 1999. "Climbing Out of Poverty, Falling Back In." The Journal of Human Resources. 34(3). (recommended)

M. J. Bane and D. Ellwood. "Slipping Into and Out of Poverty: The Dynamics of Spells," *Journal of Human Resources*, September 1986.

TOPIC 2. POVERTY THEORIES (SEPTEMBER 21)

This is an important section. Do all the required readings in this section. All students **must** write a paper which discusses and evaluates Wilson's model.

Part I. Early Cultural Models

It has been argued that the poor (or a subgroup of the poor) differ from mainstream society in some crucial psychological sense. The poor have a distinct, separate culture and this culture keeps them mired in poverty. Further, this culture tends to perpetuate itself both within and across generations.

*J. Patterson. *America's Struggle Against Poverty, 1900-1985*, ch. 7. (on reserve)

J. Auletta. *The Underclass*, 1982.

M. Katz. *The Undeserving Poor*, ch. 1.

O. Lewis, "The Culture of Poverty", Scientific American. October 1966.

Part II. Models of the Underclass—Wilson's "Social Isolation Theory"

W. J. Wilson. *The Truly Disadvantaged: The Inner City, the Underclass and Public Policy*, 1987.

*W. J. Wilson, *When Work Disappears*, ch. 1-5.

*E. Anderson, "The Story of John Turner," *Public Interest*, 1992. (on reserve)

E. Anderson, Streetwise.

Part III. Did the Number of Underclass Neighborhoods Drop in the 1990's Expansion?

Paul Jargowsky, "Stunning Progress, Hidden Problems: The Dramatic Decline of Concentrated Poverty in the 1990s," The Brookings Institution, May 2003, pp. 1–24, available from:

<http://www.brookings.edu/dybdocroot/es/urban/publications/jargowskypoverty.pdf>

*P.A. Jargowsky and R. Yang (2005). "The "Underclass" Revisited: A Social Problem in Decline," working paper. Brookings.

<http://www.brookings.edu/views/papers/200505jargowsky.htm> (strongly recommended).

Part IV. Welfare Culture and Welfare Incentive Models

Prior to welfare reform, some analysts claimed that Aid to Families with Dependent Children was generating a harmful subculture—the "welfare culture" which led girls to bear children out-of-wedlock and to go on welfare and led boys to father children and not take responsibility, to be idle, and to hang out.

Charles Murray, *Losing Ground*.

L. Mead. *Beyond Entitlement: The Social Obligations of Citizenship*, 1986, ch. 4.

L. Mead. The New Politics of Poverty: The Non Working Poor in America, 1992, pages 66-109.

**TOPIC 3. SOCIAL CAPITAL, AND OPPORTUNITY (SEPT 28)
WHAT IS SOCIAL CAPITAL? DOES IT MATTER?**

NOTE 1: AL YOUNG, ASSOCIATE PROFESSOR OF SOCIOLOGY AND AFROAMERICAN AND AFRICAN STUDIES, WILL LECTURE ON *THE MINDS OF MARGINALIZED BLACK MEN* ON SEPT. 28 OR OCT. 5

NOTE 2: PROPOSAL TOPIC DUE OCT. 5

*Al Young. *The Minds of Marginalized Black Men: Making Sense of Mobility, Opportunity, and Future Life Chances.* Princeton, NJ: Princeton University Press, 2004. (recommended)

J. Coleman. "Social Capital and the Creation of Human Capital." *American Journal of Sociology*, 94:595-5120, 1989. (highly recommended)

Prudence Carter. *Not in the "White" Way: Aspirations, Achievement and Culture among Low-Income African American and Latino Youth* (forthcoming, Oxford University Press)

J. Rosenbaum, "Changing the Geography of Opportunity by Expanding Residential Choice: Lessons from the Gautreaux Program." *Housing Policy Debate*, 1995.

C. O'Connor. (2002). Ch. 5 "Dreamkeeping in the Inner City: Diminishing the Divide Between Aspiration and Expectations" in Danziger and Lin (eds.), *Coping with Poverty*, p. 105-140.

TOPIC 4. RACE, SEX, LABOR MARKETS AND POVERTY (OCT. 5, OCT. 12, OCT. 19)

NOTE: SUSAN HOUSEMAN WILL LECTURE ON OCT. 12 ON TEMPORARY EMPLOYMENT AMONG WELFARE RECIPIENTS

Part I: Economic/Market Models: What is Counterfactual? (Lecture)

Students who plan to do research on labor market issues and who are not familiar with neoclassical economic models of work and wages are encouraged to read Ehrenberg and Smith.

Ehrenberg and Smith. *Modern Labor Economics*. Seventh Edition. 2000, Chapters 6 and 9 (on reserve)

Part II: Trends in Employment and Wages (lecture)

R. Blank and L. Schmidt. 2002. "Work, Wages, and Welfare" and R. Topel "Comment" in *The New World of Welfare*, p. 70-102. (This is good for labor market trends in the mid to late 1990's).

*R. Blank. 1997. *It Takes a Nation*, Ch. 2 (Section 2.3 and 2.4, pgs. 60-75 provides a good overview of labor market changes 1967 –1993). (on reserve in Foster)

David H. Autor, Lawrence F. Katz and Melissa S. Kearney “Trends in U.S. Wage Inequality: Re-Assessing the Revisionists.” Working paper. (Good technical discussion of trends 1963-2002). http://econ-www.mit.edu/faculty/download_pdf.php?id=967

J. Bound and R. Freeman, 1992. “What Went Wrong? The Erosion of Relative Earnings and Employment of Young Black Men in the 1980's.” *Quarterly Journal of Economics*, 107:201-232 (read beginning).

*H. Hoynes, 1999. “The Employment, Earnings, and Income of Less Skilled Workers over the Business Cycle”. *Focus*, 20(3), p. 31-36. (See IRP website).

Part III: Discrimination (lecture)

Students interested in eventually researching or teaching on discrimination are urged to read Sowell.

T. Sowell. Markets and Minorities. Chapter 3. (will be covered in lecture) (on reserve)

Blank, Dabadey, and Citro (eds.). Measuring Racial Discrimination. “Executive Summary” pp 1-13, chapters 4 and 11 National Academy Press. (on reserve in Foster) (recommended)

J. Yinger, Ch. 10: “Housing Discrimination and Residential Segregation...”, Understanding Poverty, pg. 359-391. (reread)

*J. Yinger. 1998. “Evidence on Discrimination in Consumer Markets”, *JEP*, (Spring): 23-24. <http://www.jstor.org/view/08953309/di014714/01p0028a/0?frame=noframe&userID=8dd38c75@umich.edu/01cc99333c00501a216b4&dpi=3&config=jstor>

W.A. Darity and P.L. Mason. “Evidence on Discrimination in Employment: Codes of Color, Codes of Gender,” *Journal of Economic Perspectives* 12(2), 1998:63-90. <http://www.jstor.org/view/08953309/di014714/01p0030f/0>

*Bertrand, Marianne and Mullainathan, Sendhil. "Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." The American Economic Review, 2004, Vol. 94 (4), pp. 991. <http://www.ingentaconnect.com/content/aea/aer/2004/00000094/00000004/art00009>

Roland G. Fryer & Steven D. Levitt, 2004. "The Causes and Consequences of Distinctively Black Names." MIT Press, Vol. 119 (3), pages 767-805. <http://ideas.repec.org/a/tpr/qjecon/v119y2004i3p767-805.html>

*David N. Figlio, 2005. “Names, Expectations and the Black-White Test Score Gap.” Working Paper 11195. National Bureau of Economic Research. <http://www.nber.org/papers/w11195>

J. Heckman. “Detecting Discrimination,” *Journal of Economic Perspectives* 12(2), 1998: 101-116.

G. Loury. “Discrimination in the Post-Civil Rights Era: Beyond Market Interactions,” *Journal of Economic Perspectives* 12(2), 1998:91-100.

H. Holzer and D. Neumark, (2000). “Assessing Affirmative Action”. Journal of Economic Literature. (Read sections 3.0 to 3.3, pgs. 493-503). (Good overview of evidence) <http://www.jstor.org/view/00220515/di010576/01p0002a/0?config=jstor&userID=8dd3083c@umich.edu/018dd553400050126b39d&dpi=3>

Part IV: Policies to Increase Employment and Earnings of Less Skilled Workers.

What kind of labor market and tax policies might increase low skilled workers' abilities to get and keep jobs, and make work more rewarding? Do placing low-skilled workers with temporary help agencies, health insurance programs, employer-based and/or employee based wage subsidies, public employment programs, affirmative action, and financial incentive programs work?

*D. Autor and S. Houseman (to be assigned)

D. T. Ellwood. 1999. "The Plight of the Working Poor." Brookings Institution. <http://www.brookings.edu/comm/childrensroundtable/issue2.htm> (recommended)

S. Danziger and P. Gottschalk, Chapter 8, *America Unequal*.

*R. Greenstein 2005. "The Earned Income Tax Credit: Boosting Employment, Aiding the Working Poor, Center on Budget and Policy Priorities" <http://www.cbpp.org/7-19-05eic.htm>

R. Blank. 1997. *It Takes a Nation*. Chapter 7. (on reserve)

Alan Krueger and C. Rouse. 2002. "Putting Students and Workers First? Education and Labor Policy in the 1990's." In Frankel and Orszag (eds.) *Economic Policy in the 1990s*. pp 663-728. http://www.ksg.harvard.edu/cbg/Conferences/economic_policy/ed_labor.pdf

D.T. Ellwood, 2000. "The Impact of the Earned Income Tax Credit and Social Policy Reform Changes on Work, Marriage and Living Arrangments in the United States." *National Tax Journal*. [http://ntj.tax.org/wtax/ntjrec.nsf/53542C9468D27BA085256AFC007F39D9/\\$FILE/v53n4p21063.pdf](http://ntj.tax.org/wtax/ntjrec.nsf/53542C9468D27BA085256AFC007F39D9/$FILE/v53n4p21063.pdf)

H.J. Holzer and D. Newmark. 2000. "Assessing Affirmative Action." *JEL*. (Read pages 493-514).

Part V: Neighborhoods, Work, and Crime

*K. Newman, 1999. *No Shame in My Game: The Working Poor in the Inner City*. Chapters 1,3-6, Epilogue.

*K. Newman. 2000. "In the Long Run: Career Patterns and Cultural Values in the Low Wage Labor Force." *Harvard Journal of African American Public Policy*. 6(1):17-61. <http://www.ksg.harvard.edu/inequality/privatepapers/Newman.PDF>
<http://www.ksg.harvard.edu>

*Connolly, Gottschalk, and Newman. 2004. "Wage Trajectories of Workers in Poor Households." Working paper, Economics Department, Boston College. <http://fmwww.bc.edu/ec-p/wp555.pdf>

*J. DeParle. "Flipping Burgers." *N.Y. Times*, 9/5/16. (online coursepack).

*Alan Wolfe, "Mead Goes to Harlem." *The New Republic*, May 10, 1999. (online coursepack)

J. Kirshenman and K. Neckerman. "We'd Love to Hire Them But...The Meaning of Race for Employers" in *The Urban Underclass*, 1996, 203-232.

S. Levitt and S. Venkatesh. 2000. "An Economic Analysis of a Drug-Selling Gang's Finances" *Quarterly Journal of Economics*. August 15, pp. 755-789. <http://www.nber.org/papers/w6592>

*Eli Anderson. "The Story of John Turner" (reread).

J. Kling, J. Ludwig, L. Katz. 2004. "Youth Criminal Behavior in the Moving to Opportunity Experiment." http://www.wws.princeton.edu/~kling/mto/mto_youth_brief.pdf

M. Keels, G. Duncan, S. Deluca, R. Mendenhall and J. Rosenbaum. 2002. "Fifteen Years Later: Can Residential Mobility Programs Provide a Permanent Escape from Neighborhood Segregation, Crime, and Poverty?" JCPR. http://www.jcpr.org/wpfiles/Keels_et_al.pdf

J. Grogger and M. Willis. 2000. "The Emergence of Crack Cocaine and the Rise in Urban Crime Rates." *Review of Economics and Statistics*, November, 82, pp. 519-529.

S.D. Levitt. 2004. "Understanding Why Crime Fell in the 1990's. Four Factors that Explain the Decline and Six that Do Not." *Journal of Economic Perspectives*. 18(1): 163-190. <http://www.ingentaselect.com/rpsv/cw/aea/08953309/contp1.htm>

Pattilo et al. 2004. *Imprisoning America*. Russell Sage.

Part VI: Spatial Mismatch, Skills Mismatch, Technological Skills Bias, and Work Barriers Among Less Educated Workers

*H. Holzer, *What Employers Want: Job Prospects for Less-Educated Workers*, ch. 3, Russell Sage, 1996. (on reserve)

*S.K. Danziger et al. "Barriers to Work Among Welfare Recipients", *Focus*, 20(2):31-35. (Can be found on IRP website.)

*D. Autor, F. Levy and R. Murnane. 2003. "The Skill Content of Recent Technological Change an Empirical Investigation." *Quarterly Journal of Economics*. 118(4), November. 1279-1333. http://www.ingentaconnect.com/search/article;jsessionid=25b2d9kwmncgg.henrietta?title=The+Skill+Content+of+Recent+Technological+Change+a&title_type=ka&year_from=1997&year_to=2005&database=1&pageSize=20&index=1

*Holzer, Raphael and Stoll. 2004. "Will Employers Hire Former Offenders?" in Pattilo et al. 2004. *Imprisoning America*. Russell Sage, pages 205-256 (on reserve in Foster)

TOPIC 5. TRENDS IN FAMILY COMPOSITION, MARRIAGE ENCOURAGEMENT, EFFECTS OF FAMILY COMPOSITION ON CHILDREN AND FAMILY POLICIES (NOV. 2 AND NOV. 9)

NOTE 1: RUK JAYAKODY, ASSISTANT PROFESSOR OF SOCIAL WORK, PENNSYLVANIA STATE UNIVERSITY WILL LECTURE ON "FAMILIES ACROSS HOUSEHOLDS: WHO GETS COUNTED AND IMPLICATIONS FOR FAMILY FUNCTIONING." ON NOV 2.

NOTE 2: LITERATURE REVIEW IS DUE NOV. 2

Over an individual's lifetime, his or her family alters constantly. Individuals leave home, marry, separate, bear children, move in with relatives—each of these events can alter the family's economic well-being...especially for women and children. What is the relationship between economic status and family composition changes both within and across generations? Many blame the growth in teen single parents as the cause of increased poverty, welfare dependence, crime and drug use. Is this correct?

PART I: Encouraging Marriage: Can it be done? Will it improve children's lives? Should it be done?

The Bush Administration is funding initiatives to encourage marriage. What do we know about marriage in low-income families? Do these processes differ by race? Does this research

provide any guidance for developing policies to strengthen marriage? Is encouraging and strengthening marriage a sensible way to proceed? What policies might work? How might such policies affect child poverty and child well-being?

*R. Jayakody and K. Seefeldt, "Families Across Households: Who Gets Counted and the Implications for Family Functioning." Paper for National Poverty Center Mixed Methods Research on Economic Conditions, Public Policy, and Family and Child Well-Being, June 27-28, 2005. (highly recommended).

http://www.npc.umich.edu/news/events/mixedmethods_agenda/jayakodyseefeldt.pdf

*K. Seefeldt and P. Smock. 2003. "Marriage on the Public Policy Agenda: What do Policy Makers Need to Know From Research?"

<http://www.npc.umich.edu/publications/workingpaper04/paper2/index.shtml>

* Edin, K and M. Kefalaf. 2005. Promises I can Keep.

J. De Parle. 2004. Chap. 16, "Boyfriends" in American Dreams: Three Women, Ten Kids and a Nation's Drive to End Welfare, pp 264-281.

*Robert E. Rector and Melissa G. Pardue, "Understanding the President's Healthy Marriage Initiative," *Backgrounder 1741*, March 26, 2004, pp. 1-13, available from:

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affects of family structure on child well-being. But there is considerably more diversity to family structure than this simple dichotomy implies. Furthermore, parents who stay together are different from parents who split up or never marry in the first place. This diversity and non-random selection complicates assessing effects of family structure on children.

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TOPIC 7. POLICIES TO INCREASE HUMAN CAPITAL (NOV 30)

Schooling and skills are positively associated with adult economic success, and the economic returns to schooling and skills rose sharply in the 1980s and remained high throughout the 1990s. One way to improve individuals' economic prospects is via programs that promote skill development. This can include pre-school programs (e.g. Headstart), increasing resources to public schools (class size, teacher quality, funding), accountability (testing requirements for graduation, funding based on test score gains), charter schools/vouchers, subsidies for college, and training programs. What does past experience with such programs tell us about their effectiveness?

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TOPIC 8: WELFARE POLICY (DEC. 7)

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The old welfare system, AFDC, was blamed for many of the problems of contemporary society: the dissolution of family, teen births, out-of-wedlock births, crime, joblessness, and substance abuse. What was wrong with AFDC? Why did we have to "end welfare as we know it"?

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