



**SWRK 796:
FAMILY ECONOMIC MOBILITY: PROBLEMS & POLICIES**

Fall 2017

Instructor:

Office:

Office Phone:

E-Mail:

Office Hours: By Appointment (e-mail, drop in, or arrange in person)

Class Time/Place:

Course Description

In this course, the experiences and voices of mothers, fathers, children, employers, children's school teachers, human service workers, educators, trainers, policymakers and others across the U.S. graphically illustrate the "real life" economic, social, and policy challenges facing today's families and organizations. These people, organizations, and policies dramatically illustrate how economic, educational, and cultural practices and conditions intersect to perpetuate inequality among low-income and even many middle-income working families. The labor market, welfare and workforce programs, public schools and the policy arena are some of the main social institutions implicated in this intersection. In the course, concepts such as "work ethic," "poverty level," "culture of poverty," "family-friendly workplace," and "good jobs" are critically deconstructed in the context of their meaning for today's families, organizations and policies. At base, this course examines occupational mobility in the US from multiple perspectives within the broad framework of capitalism, democracy, race, ethnicity and gender. Students read classic and contemporary literature from social sciences and social research, organization studies, and legislative arenas to explore generative roles and directions for "meso-oriented" professionals.

Course Objectives

By the end of this course students should be able to demonstrate:

1. The ability to critically assess claims about family poverty, welfare and work from multiple empirical, philosophical, and policy perspectives.
2. Knowledge about the multiple policies for measuring and assessing “poverty” in the U.S. and globally, including their underlying assumptions about human nature, and in particular, their adequacy and equity for families in the U.S.
3. Knowledge about how the history of poverty, welfare and workforce legislation resulted in PRWORA and WIOA. Similarly, knowledge about the effectiveness of education and training (workforce development), work, and tax policies for families who are poor or low-earning.
4. Evaluative knowledge about what roles social work, social policy, organization, education, and other professionals can play in anti-poverty and economic mobility efforts.
5. The ability to use qualitative observational techniques in exploratory research analyses.

Course Expectations and Policies

1. Students are expected to demonstrate that they understand the readings and are thinking analytically, critically and theoretically. Accordingly, students are to do assigned readings prior to class and actively participate in class discussion with informed contributions, questions, and critique. Class discussions should reflect critical thinking about the purpose and value of course materials and their applicability to the student’s field of study as well as to the social, economic, and policy world more broadly.
2. Students are expected to meet their class responsibilities as scholars and professionals. This includes coming to class on time, providing advance notice of expected or unexpected absence when possible, or communicating about non-attendance soon afterwards. Attendance will be considered in the determination of the final course grade.
3. Satisfactory completion of and performance on all expectations and assignments (see also #6 below). All assignments are due on the specified date. Missing class in order to complete an assignment will automatically result in a lower grade for the assignment.
4. All assignments must be submitted electronically (to riversen@sp2.upenn.edu), double-spaced, in 12’ type. Put your name, assignment #, date and automatic page number in the Header or Footer. All work is to be original with referenced materials and quotations properly cited. APA citation and reference format is preferred. See the manual of the American Psychological Association, 6th Edition, <http://www.apastyle.org/learn/tutorials/index.aspx>. If you use a citation and reference format other than APA, please identify it on all papers.

5. Students are expected to conduct themselves consistent with the University of Pennsylvania's Code of Academic Integrity, which presents standards regarding plagiarism, multiple submissions and other actions. Students are expected to be familiar with the Code, which can be found at www.upenn.edu/academicintegrity

6. Assignments (Also see Masters Student Handbook on the SP2 website for Evaluation/Grading Procedures):

Assignment	Due Date	Percentage Value
Class participation		15%
Assignment #1	Week 4, September 21	20%
Assignment #2	Week 8, October 26	30%
Assignment #3	Week 14, December 7	35%

Required Readings:

Paperback editions of the following books (list e-mailed to you for possible Internet purchase). Be sure to get these exact editions. (Designated **I** on the syllabus)

Abramovitz, M. (2000). *Under attack, fighting back: Women and welfare in the United States*, Updated edition. New York: Monthly Review Press. ISBN 1-58367-008-4 pb

Harrington, M. (1997). *The other America: Poverty in the United States*. New York: Touchstone. *Reprint Edition*. [Originally published 1962] ISBN: 0-684-82678-X

Additional required readings are on-line through the University Canvas site. These readings are designated **C** on the syllabus. In order to use Canvas you will need your *PennKey* and password. Required readings, with the exception of the above books, will be available through clicking on the **MODULES** part of the Menu, organized by week. Other resources, documents, or messages may be added to Canvas as the semester progresses.

*****BRING THE WEEK'S READINGS TO CLASS EACH WEEK*****

*****Read all readings
in the order they are listed on the syllabus*****

COURSE SCHEDULE

Weeks 1-2: Introduction and Policy Contexts

August 31 (Week 1): Introduction to Course

Overview of Syllabus and Course

Why is the content of this course important for practitioners, policymakers, educators, organizations, and researchers?

Class format

Introduction to/ review of Federal budget process (see document in Course Information module on Canvas)

“Waging a Living”-Award-winning Roger Weisberg documentary

Sept. 7 (Week 2): Constructing Meaning and Claims

Understanding the “social problem process”: claims (grounds, warrants, and conclusions) and their rhetoric

Background: Social construction theory

Summary of student questions from Week 1

- C** **Best, J.** (2008). *Social problems*, pp. 3-40. New York: W.W. Norton.
- C** **Gans, H.J.** (1999). *Making sense of America*. Lanham, MD: Rowman & Littlefield. (Chapter 3, Values in the news, pp. 43-65).
- C** **Lee, M.** (2013, May 23). What conservatives are for. Lecture. Washington, DC: Heritage Foundation.
- C** **Kolbert, E.** (2017). Why facts don't change our minds. *The New Yorker*, Feb. 27.

OPTIONAL

- C** **Fraser, N. & Gordon, L.** (1994). A genealogy of *dependency*: Tracing a keyword of the U.S. welfare state. *Signs*, 19(2), 309-336.
- C** **Hofstadter, R.** (1963). The paranoid style in politics. Oxford, UK: Oxford University, Herbert Spencer Lecture.

*****REMINDER: Bring all readings to class each week*****

Weeks 3-6: Family Poverty: What Is It?

Sept. 14 (Week 3): Poverty Measurement: U.S. and Global

- Federal poverty thresholds and guidelines
 Supplemental Poverty Measure
 Self-Sufficiency Standard
 Basic Family Budgets
- C** **Institute for Research on Poverty** (2017): “What are Poverty Thresholds and Poverty Guidelines?”
- C** **U.S. Census Bureau** (2012): “How the Census Bureau Measures Poverty”
<https://www.census.gov/topics/income-poverty/guidance/poverty-measures/html>
- C** **Edsall, T.B.** (2013, March 13). Who is poor? *The New York Times*: Opinionator.
- C** **Multidimensional Poverty Index (MPI)** – Oxford Poverty & Human Development Initiative (OPHI), 2013. (3 documents--read all)
- C** **Fremstad, S.** (2013). Relative poverty measures can help paint a more accurate picture of poverty in 21st century America. Washington, DC: Center for Economic and Policy Research.
- C** **Renwick, T. & Fox, L. (2015).** The Supplemental Poverty Measure: 2015.
- C** **Pearce, D.** (2010-2011). *The Self-Sufficiency Standard for Pennsylvania, 2010-2011*. Holmes, PA: PathWays PA. **READ:** “Intro” through p.22 and Appendix B, pp. 32-39 (document page numbers). **ALSO READ** Table 1, p. 42.
- C** **Allegretto, S.** (2005). Basic family budgets: Working families’ incomes often fail to meet living expenses around the U.S. Washington, DC: Economic Policy Institute.
- C** **Reeves, R.** 2017. Dream hoarders, Chapter 1: Hoarding the dream, pp. 1-15. Washington, DC: Brookings Institution Press.

******* ASSIGNMENT #1, DUE Wed. September 20*******

Sept. 21 (Week 4): Family Poverty, Mobility and Politics

Poverty as “real”
 Poverty as constructed through politics
 Fundamentals of qualitative research observation; Participant/Observation

- T Harrington, M.** (1997/1962). *The other America: Poverty in the United States*. New York: Touchstone. (Chapters 1, 2, 4, 6, 7, 8, 9, Appendix).
- C Mead, L.M** (2011). *From prophecy to charity: How to help the poor*. Washington, DC: American Enterprise Institute (pp. 1-26).
- C Jiang, Y., Ekono, M., & Skinner, C.** (2016). Basic facts about low-income children, 2014. NY: National Center for Children in Poverty.
- C Padgett, D.K.** (2008). *Qualitative methods in social work research*, 2nd edn, pp. 89-94. Los Angeles, CA: Sage.
- C Marshall, C. & Rossman, G.B.** (1999). *Designing qualitative research*, 3rd edition. Thousand Oaks, CA: Sage. (pp. 107-109). [[For Assignment #2, DO NOT follow the 2-column format – follow Padgett’s directives to observe and write down explicit details – only at the end do you interpret]]

OPTIONAL – especially for those interested in children

- C Addy, S. & Wright, V.R.** (2012, February). Basic facts about low-income children, 2010: Children under age 18. New York: Columbia University, Mailman School of Public Health
- C Isaacs, J.B. & Healy, O.** (2012, December). The recession’s ongoing impact on America’s children, 2012. Washington, DC: Urban Institute.

Sept. 28 (Week 5): “Culture of Poverty” and “Underclass”

Historical and contemporary examples of “culture of poverty” and “underclass concepts – constructions or realities? Or both?
Practice, policy and research implications of each perspective

- C Lewis, O.** (1966). *La vida: A Puerto Rican family in the culture of poverty—San Juan and New York*. New York: Vintage. (“Introduction,” pp. xi – lv; and “Fernanda, pp. 3-42). [[in 2 documents]]
- C Gorski, P.** (2008). The myth of the culture of poverty. *Poverty and Learning*, 65(7), 32-36.
- C Ehrenreich, B.** (2012, March 15). How we cured “the culture of poverty,” not poverty itself. *Huff Post Politics*. (2 pages)
- C Auletta, K.** (1999/1982). *The underclass*, Updated & revised edition. New York: Overlook Press. (In 3 documents: Introduction; Chapter 1; Chapter 2)

*****Fall Break – Thursday October 5, NO CLASS*****

Weeks 6-8: Family Poverty Remedy #1: Welfare Policies

Oct. 12 (Week 6): Welfare Policy as a Remedy for Family Poverty

Daniel Patrick Moynihan – the legacy and the reality
 Historic background of the association between family structure and welfare
 PRWORA legislation/TANF Program 1996, DRA 2005
 TANF Reauthorization???

- C** **Moynihan, D.P.** (1967). The Negro family: The case for national action, and President Johnson's Howard University address. In L. Rainwater & W.L. Yancy, *The Moynihan Report and the politics of controversy*. Cambridge, MA: MIT Press, (pp. 41-132).
- C** **Massey, D.S. & Sampson, R.J.** (2009). Moynihan redux: Legacies and lessons. *ANNALS, AAPSS*, 621(1), 6-27.
- C** **Coates, Ta-Nehisi.** (2015). The black family in the Age of Mass Incarceration. *The Atlantic*, October, pp. 1-19.
- C** **PRWORA & TANF:** Complete copy of the original legislation in 1996 (H.R. 3734, 104th Congress). READ PAGE H.R. 3734-9 for Sec.401.Purpose.
- C** **Center on Budget & Policy Priorities (CBPP).** (2016, Aug. 5). Chart book: TANF at 20. Washington, DC: Author.
- C** **The Heritage Foundation.** (2010). The unsustainable welfare state: Reform is necessary. Washington, DC: Author.
- C** **Stanley, M, Floyd, I., & Hill, M.** (2016, Oct. 17). TANF cash benefits have fallen by more than 20 percent in most states and continue to erode. Washington, DC: CBPP.

OPTIONAL

- C** **Schram, S.F. & Silverman, B.** (2012). The end of social work: Neoliberalizing social policy implementation. *Critical Policy Studies*, 6(2), 128-145.

Oct. 19 (Week 7): Welfare Policy: Personal Responsibility Perspectives

- Individual fault/responsibility
Social policy/program fault
- C** **Murray, C.** (2006). *In our hands: A plan to replace the welfare state*. Washington, DC: American Enterprise Institute Press (Chapter 5, "Poverty")
- C** **Murray, C.** (2013). *Coming apart*. NY: Crown Forum. (Prologue, 1-22; Chapters 12 & 13, pp. 213-235)
- C** **Schram, S.F.** (2006). *Welfare discipline: Discourse, governance, and globalization*. Philadelphia: Temple University Press. (Chapter 3)

******* ASSIGNMENT #2, DUE Wednesday October 25*******

Oct. 26 (Week 8): Welfare Policy: Rights Perspectives

- Discussion of County Assistance Office observations
Welfare rights as claims
Gender, race, and rights
Legislating rights
In-class analyses of TANF and other subsidy/support applications
Hand out Family Stories from *Jobs Aren't Enough* for weeks 9 and 10 (**BRING EACH WEEK**)

- T** **Abramovitz, M.** (2000). *Under attack, fighting back: Women and welfare in the United States*. New York: Monthly Review Press. (Whole book)
- C** **Lahey, G.** (2000). Mass action since Seattle (community organizing tips)

**Weeks 9-11: Family Poverty Remedy #2:
Education & Work Policies**

Nov. 2 (Week 9): Education & Training as Anti-Poverty Policies for Families

- Education and family economic mobility
Job training and workforce development: Then and now
Federal job training programs: Successes or failures?
Workforce Innovation and Opportunity Act of 2014: WIOA
Jobs Aren't Enough Stories: Families and job training/workforce development

- C Iversen, R.R. & Armstrong, A.L.** (2006). *Jobs aren't enough: Toward a new economic mobility for low-income families*. Philadelphia: Temple University Press. (Chapter 5)
- C U.S. Department of Labor.** (2017). Workforce Innovation and Opportunity Act of 2014: Description.
- C Workforce Innovation and Opportunity Act, Miscellaneous Program Changes; Final Rule** (can only be accessed electronically)
- <https://www.gpo.gov/fdsys/pkg/FR-2016-08-19/pdf/2016-16046.pdf>
- C U.S. Department of Labor.** (2017, May 23). Workforce Innovation and Opportunity Act 2017; Lower Living Standard Income Level. *Federal Register*, 82(98), 23595-23601.
- C Mishel, L.** (2011, January). Education is not the cure for high unemployment or for income inequality. Washington, DC: Economic Policy Institute.
- C Holzer, H.J.** (2010). Is the middle of the U.S. job market really disappearing? A comment on the "Polarization" hypothesis. Washington, DC: Center for American Progress.

Nov. 9 (Week 10): Parents' Work and Wage Policies as Poverty Remedies

- Definition of labor force, employment, unemployment
 Meaning of work/ work ethic / Myths about work
 The job availability debate
 Wage structure in firms
 "Family-friendly" organization of production
 Minimum wage legislation; Living wage movement
Jobs Aren't Enough Family Stories: Families and wages
- C Iversen, R.R. & Armstrong, A.L.** (2006). *Jobs aren't enough: Toward a new economic mobility for low-income families*. Philadelphia: Temple University Press. (Chapter 2)
- C Yen, H.** (2013, July 28). 4 in 5 in USA face near-poverty, no work. Retrieved 8-14-13, from <http://www.USAtoday.com>
- C Sheffield, R.** (2013, August 8). [Response to Yen] Left claims 80 percent of Americans "economically insecure." Retrieved 8-14-13, from <http://blog.heritage.org>
- C National Employment Law Project (NELP).** (2013, July). The inequality of declining wages during the recovery. Fact Sheet. New York: Author.

- C** **Evangelist, M. & Christman, A.** (2013, April). Scarring effects: Demographics of the long-term unemployed and the danger of ignoring the jobs deficit. New York: NELP.
- C** **Rotondaro, V.** (2015). US movements battle for living wage, economic equality. *National Catholic Reporter*, July 31.
- C** **Iversen, R.R. & Armstrong, A.L.** (2007) Parents' work, depressive symptoms, children, and family economic mobility: What can ethnography tell us?" *Families in Society* (Special issue on the Working Poor), 88(3), 339-350.
- C** **Edelman, P.** (2012), *So rich, so poor*. New York: The New Press. (Chapter 4. up to page 70, entitled "Jobs: The economy and public policy go south (for most of us)."
- C** **Burgard, S.** (2012, Fall). Is the recession making us sick? *Pathways*, 19-23.

Nov. 16 (Week 11): Tax and Work Support Policies for Working Families

- Earned Income Tax Credit (EITC): origins, as a "movement," and its future
- Child Tax Credit (CTC)
- Work Opportunity Tax Credit - Employers
- C** **Center on Budget and Policy Priorities (CBPP).** (2016, Oct. 21). Policy basics: The Earned Income Tax Credit. Washington, DC: Author.
- C** **Center on Budget and Policy Priorities (CBPP).** (2016, Oct. 21). Policy basics: The Child Tax Credit. Washington, DC: Author.
- C** **Center on Budget and Policy Priorities (CBPP).** Policy basics: Introduction to SNAP. Washington, DC: Author.
- C** **Traub, A. & Hiltonsmith, R.** (2013, May). Underwriting bad jobs. New York: Demos.
- C** **Carlson, S., Rosenbaum, D., & Keith-Jenkins, B.** (2016). Who are the low-income childless adults facing the loss of SNAP in 2016? Washington, DC: CBPP .
- C** **Welton, C. R.** (2017). Important role of tax policy in promotion economic mobility. Washington, DC: CLASP.
- C** **Work Opportunity Tax Credit (WOTC).** (2017). Washington, DC: U.S. Department of Labor, Employment and Training Administration.

*****REMEMBER -- THE WEEK OF THANKSGIVING*****

SWRK 796 will meet on TUESDAY, NOVEMBER 21. Same Location, Same Time as Regular Class

Week 12-14: Policies & Programs for Family Economic Mobility

TUESDAY - Nov. 21 (Week 12): U.S.-based Family Mobility Policy, Programs, & Research

Role of communities and corporations
Assets for Independence Initiative
Conditional Tax Transfer program
TANF reauthorization ideas
Affordable Care Act

- C Putnam, R.D. (2000).** *Bowling alone: The collapse and revival of American community.* New York: Simon & Schuster. (Chapter 23 & Chapter 24)
- C CFED. (2014).** *From upside down to right-side up.* Washington, DC: Author.
- C U.S. Department of Health & Human Services. (2016).** *About Assets for Independence (AFI).* Washington, DC: Author, Administration for Children & Families, Office of Community Services.
- C Riccio, J.A., et al. (2013).** *Conditional tax transfers in New York City: The continuing story of the Opportunity-NYC Family Rewards Demonstration.* NY: MDRC.
- C Broaddus, M. & Park, E. (2016).** *Affordable Care Act has produced historic gains in health coverage.* Washington, DC. CBPP.

*****THANKSGIVING BREAK: NOV. 23 - 26*****

Nov. 30 (Week 13) U.S.-based Family Mobility Policy, Programs, & Research (continued)

Youth education policies and programs
Ron Finley - Guerilla Gardener

- C Edelman, P. (2012).** *So rich, so poor.* New York: The New Press. (Chapter 7, "Young people improving the odds.")
- C Anderson, T. et al. (2017).** *Final impact report for Accelerating Opportunity:*

- Executive Summary. Washington, DC: Urban Institute.
- C** Iversen, R.R., Napolitano, L.N., & Furstenberg, F.F. Jr. (2011) Middle-income families in the economic downturn: Challenges and management strategies over time. *Longitudinal and Life Course Studies: International Journal*. Vol. 2(3). pp. 286-300.
- C** PROSPECT (nd), European Association of Families with Mental Illness

*****ASSIGNMENT #3, DUE Wednesday December 6*****

Dec. 7 (Week 14): Bold Policy, Program, & Research Ideas for Economic Mobility: Global and U.S.

- Social business
 Redistributive tax idea in Germany
 Borgen Project
 Universal income subsidy
 "Postwork society" - redefining work
 Revisit Week 1 questions
- C** Yunus, M. (2007). *Creating a world without poverty: Social business and the future of capitalism*, pp. xi – 40. New York: Public Affairs.
- C** BBC News. (2009, Oct. 23). Rich Germans demand higher taxes. Retrieved October 23, 2009, from <http://newsvote.Cc.co.uk>
- C** Weeks, K. (2011). *The problem with work: Feminism, Marxism, Antiwork policies, and postwork imaginaries*. Durham, NC: Duke University Press.
READ Introduction, pp. 1-36.
- C** Iversen, R.R. (2017). What do you do? Ideas about transforming "work" in the United States. In John J. Jackson, Jr. (Ed.), *Social policy and social justice*, pp. 87-96. Philadelphia: University of Pennsylvania Press.

ASSIGNMENTS

SUBMIT ALL PAPERS ELECTRONICALLY TO MY EMAIL: riversen@sp2.upenn.edu

1. Put your name, assignment #, date and automatic page number in the header or footer!!!! This is ESSENTIAL.

2. Use 12' type/ Double space (unless directed differently)

3. Papers are due by 11:59pm the night before class

Assignment #1. Analysis of Poverty Statements

--Due Wednesday September 20 - Length 5-7 pages (20%)

Begin your paper with 10 statements (direct quotes) about poverty located from current and historical scholarly material (books, research reports, articles) and the popular press (e.g. newspapers, web, blogs). The statements should come from 10 different sources, and no more than 3 should come from the popular media. In the first section of the paper, single space and number the statements and provide full references for them.

In the remainder of the paper (double-spaced), analyze and discuss whether and how your selections address the following demographic elements: age; gender; marital/family status; race; ethnicity; employment; sexual orientation; education; geographic location. Consider the source of the selection when you analyze and discuss what elements they do and do not address. Conclude the paper with a short discussion of:

1) Which statement(s) seem most appealing to you at this point in the semester, and why; and

2) Which statement(s) seem most relevant/informative for your future professional work, and why.

Assignment #2

Observational Research Analysis of a County Assistance Office: Welfare Policy "On the Ground"

– Due Wednesday October 25 – Length approximately 10 pages (30%)

Conduct a one-hour observation in a County Assistance Office (CAO) in Philadelphia. *****DO NOT** go to the County Assistance Office Headquarters, 801 Market Street, Philadelphia 19107.

Ethics: If questioned, identify yourself as a student observer learning about welfare for a class assignment, and assure them that no identifying information about the location or persons will be used. I will provide you with an official letter for use if needed. *****DO NOT INTERVIEW CLIENTS OR VIEW ANY RECORDS. YOU CAN ANSWER POLITELY IF**

SOMEONE INITIATES CONVERSATION, BUT TRY NOT TO ENGAGE IN MUCH CONVERSATION.

For the paper, use Week 4 readings (Padgett and Marshall & Rossman) as a guide, but **do not** use the 2-column format on p. 109 of M&R. Organize the paper into the following 3 sections:

Section 1: Before you go to the CAO, write field notes about what you expect to see and how you feel in anticipation of the field research. These notes form section 1 of your paper.

Section 2: After you go to the CAO, describe what you did see, experience, and learn. Answer the following questions and feel free to add others. Be descriptive and specific. Do not add impressions or interpretations until Section 3.

Regarding date, day, time, and general geographic location of your observation: Use NO identifying information. Disguise the exact name/address of your site.

How did you locate the office? [[Who could/couldn't you ask; how did you find out the name; was it difficult or easy to find; etc.]].

What did you wear and why?

How did you get there? Any observation about how applicants got there?

Description of neighborhood – Stand outside for a period of time – observe from outside and inside...what do persons do when they go in? Come out?

Description of facility

Description of people and interactions

a. What day of the week and time of day did you visit?

b. How many individuals came to the office during your visit? What were their demographic characteristics? Did they all seem to be applicants?

c. What procedures did you observe?

d. What interpersonal interactions did you observe? What was the character/nature of these interactions? (e.g. between applicant and applicant; between staff member and applicant; others)

Section 3: This section should be a discussion of your impressions and interpretations of the visit. It should include the following aspects, as well as any others that are relevant to your experience:

a. How did you feel conducting the observation, and to what do you attribute those feelings?

b. What sense did you get about the satisfaction level of the applicants?

c. How well do you think the office was run?

d. How were applicants treated?

e. What did you observe that you expected?

f. What did you observe that surprised you?

g. What impact did you have on the site (i.e. researcher reactivity)?

h. What aspects of welfare policy do you think were reflected in office procedures and/or client-staff interactions?

Conclude this section with a brief discussion of how you expect the experience of this assignment will affect your future professional work.

In class: Be prepared to discuss the most surprising finding from your field observation.

Assignment #3 **Observation and Analysis of** **Income Equality/Inequality among Wage Earners**

– Due Wednesday December 6 – Length approximately 15 pages (35%)

For one continuous week (start early!!--I recommend by early November) carry a notebook around and log the information in Section I, #1 below about all the wage earners with whom you intersect, either directly or indirectly, in your daily life and activities. Thirty (30) is an acceptable minimum number of observations, but you needn't stop there if your pathway offers more. You can include field agency clients, staff, and contacts as well as people on the street, in stores, etc.
Do not include SP2 personnel, including fellow students.

Section 1. Present LOG information in CHART FORMAT using either Word or Excel. Format the chart in "landscape" with lines or in Excel with lines, as I may print it out.

1) First, identify each wage earner by observed gender; estimated age; race/ethnicity; location of contact; type of job/position (actual or inferred); estimated number of years of post-high school education needed for job; and what wage you estimate each one earns per hour. DO NOT identify anyone by name.

Compute each annual income based on this estimated hourly wage (Hourly wage x 40 hours x 52 weeks).

Be sure to ESTIMATE hourly and annual wage BEFORE looking up occupation/industry information.

2) Second, use occupational employment and wage resources on the Canvas site (in the Module following Week 14, entitled "SWRK 796-001, Fall 2017, Assignment Info) to then identify how much these individuals actually make per hour*.

*Use occupational wage figures from "May 2012 National Occupational Employment Wage Estimates, United States," published by U.S. Department of Labor, Bureau of Labor Statistics, Occupational Employment Statistics. Access: (www.bls.gov/oes/2012/may/oes_nat.htm) (there's an underscore between oes & nat)

*Use MEDIAN hourly wages.

*If you cannot find the exact occupation/position, select one that you think is closest to it.

Section 2. Second CHART (or extension of Chart #1)

1) Categories:

- Actual Median Hourly Wage;
- Actual Annual Income (as computed above);
- % of Poverty Level (FPL);
- % of Self-Sufficiency Standard (SSS)

2) Computation formulas:

**% of Poverty Level (FPL) = Actual annual income divided by 2012 FPL for family of 4. [100% FPL = \$23,050]

***% of Self-Sufficiency Standard (SSS) = Annual income divided by 2010-11 SSS for family of four (2 adults + 1 preschooler + 1 schoolage child). [100% SSS = \$59,501]

HHS Federal Poverty Guidelines, 2012, and *2010-11 Self-Sufficiency Standard for Philadelphia County (Table 1, p.42) are located on the class Canvas site in the Assignment #3 Info Module).

Section 3. Discussion

Begin the discussion section by presenting the data that you collected, charted and analyzed, in narrative form, ideally also using numbers and percentages. For example, How do the wage income data cluster by gender? Age? Race/Ethnic background? Type of job? Education needed? (and any other relevant variable). Similarly, how do the wage adequacy data cluster? How do your wage estimations compare to actual wage figures, and why? Use course readings (fully cited and referenced) to discuss perspectives or positions on poverty, welfare, work and mobility experiences and policies that are supported or refuted by your expectations, your data and your wage analyses. A rich integration of your research findings and course readings is expected.

Finally, comment briefly on how the findings from this assignment can or will inform your future professional work.

Length: The charts should take the first few pages. A good part of this paper will be descriptive and data-analytical...it will take time to do the calculations. I strongly suggest that you conduct your week of data collection in early November.

Poverty & Economic Information Websites (2017)

American Enterprise Institute	www.aei.org
American Recovery and Reinvestment Act	www.recovery.gov
Brookings	www.brookings.edu
Cato Institute	www.cato.org
Center for American Progress	www.americanprogress.org
Center on Budget & Policy Priorities (CBPP)	www.cbpp.org
Center on Poverty, Work & Opportunity	www.law.unc.edu/centers/poverty/default.aspx
Center for Law & Social Policy (CLASP)	www.clasp.org
Congressional Budget	www.cbo.gov

Office	
Congressional Record	http://Thomas.loc.gov/home/LegislativeData.php?n=Record
CQ (Congressional Quarterly) Roll Call	www.rollcall.com/politics/index.html?cqp=1
Economic Mobility Project	http://economicmobility.org
Economic Policy Institute	www.epi.org
Fact Check (Annenberg)	www.factcheck.org
Finance Project	www.financeproject.org
Government Accountability Office	www.gao.gov
Heritage Foundation	www.heritage.org
Information for Practice	http://ifp.nyu.edu
Influencing State Policy	www.statepolicy.org
Institute for Research on Poverty (IRP) – Univ. of Wisconsin – Madison	www.irp.wisc.edu
Mathematica Policy Research	www.mathematica-mpr.com
MDRC (Manpower Demonstration Research Corporation)	www.mdrc.org
NASW PACE (social workers in office & election positions)	www.socialworkers.org/pace/default.asp
Nat'l Assoc. of State Workforce Agencies	www.naswa.org
National Commission on Adult Literacy	www.nationalcommissionadulthoodliteracy.org
National Poverty Center	www.npc.umich.edu
National Priorities Project Database	www.nationalpriorities.org
National Skills Coalition (used to be Workforce Alliance)	www.nationalskillscoalition.org
New York Times online	www.nytimes.com
Philadelphia Inquirer & Philadelphia Daily News online	www.philly.com
Policy Network (Int'l think tank)	www.policy-network.net
PolitiFact (Tampa Bay Times)	www.politifact.com
Republicans in Congress	www.gop.gov
Spotlight on Poverty & Opportunity	www.spotlightonpoverty.org
Stateline (sponsored by Pew Center on the States)	www.stateline.org
State & Local public policies in the U.S. (data project)	www.statepolicyindex.com
State Policy Network	www.spn.org

<i>Statistics, Politics, and Policy</i> (online journal)	www.degruyter.com/view/j/spp
Urban Institute	www.urban.org
U.S. House of Representatives	www.house.gov
U.S. Senate	www.senate.gov
Washington Post online	www.washingtonpost.com
Wellstone Action (progressive site)	www.wellstone.org
Workforce ATM (State workforce agencies)	www.naswa.org
Working Poor Families Project	www.workingpoorfamilies.org
Young Politicians of America (service-learning movement)	www.ypa.org/home.php